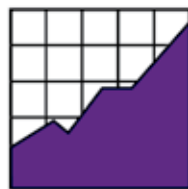




## 2009 State Policies on Assessment Participation and Accommodations for Students with Disabilities



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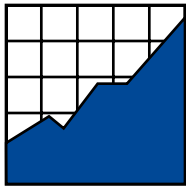
# 2009 State Policies on Assessment Participation and Accommodations for Students with Disabilities

Laurene L. Christensen • Maureen Braam • Sarah Scullin • Martha L. Thurlow

**September 2011**

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## **Acknowledgments**

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## Executive Summary

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The National Center on Educational Outcomes (NCEO) has been tracking and analyzing state policies on assessment participation and accommodations since 1992. The purpose of the current analysis is to update information on these policies that was last reported by NCEO in 2008 (based on 2007 data). In addition, current state accommodations policies were analyzed by grade and content area. In this analysis, policies from all fifty states and the District of Columbia were included in the report.

The current analysis of states' 2009 participation and accommodations policies found that state policies on participation and accommodation continue to evolve, and that they have become more detailed and specific than in previous years. Key findings from this analysis include:

- State policies focus more on accommodations that produce valid scores.
- There is a greater differentiation among accommodations for different groups of students (students with IEPs, students with 504 Plans, English Language Learners).
- The Read Aloud Questions and Sign Interpret Questions accommodations continue to be controversial.
- Accommodations policies differ significantly by content area in an increasing number of states.
- More states have guidelines for the use of accommodations requiring a third party/ access assistant (Scribe, Reader, Sign Language Interpreter).

This analysis did not attempt to determine the degree to which state policies complied with federal requirements under the Individuals with Disabilities Education Act (IDEA) of 2004 or Title I of the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA). Instead, it is a descriptive analysis of the written policies that states have for the participation of students with disabilities in assessments and the use of accommodations during their assessments.



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## Overview

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Given that both the Individuals with Disabilities Education Act (IDEA) of 2004 and Title I of the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) require the participation of students with disabilities in state assessments, it is important to study how they will participate, and what, if any, accommodations will be used. The National Center on Educational Outcomes (NCEO) has been tracking and analyzing state policies that address participation and accommodations for students with disabilities since 1992, with the most recent analysis examining 2007 policies (Christensen, Lazarus, Crone, & Thurlow, 2008). Each time that NCEO has examined state policies (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005; Lazarus, Thurlow, Lail, Eisenbraun, & Kato, 2006; Thurlow, House, Boys, Scott, & Ysseldyke, 2000; Thurlow, Lazarus, Thompson, & Robey, 2002; Thurlow, Scott, & Ysseldyke, 1995a, 1995b; Thurlow, Seyfarth, Scott, & Ysseldyke, 1997; Thurlow, Ysseldyke, & Silverstein, 1993), the policies have changed significantly. Over time, the policies have shifted from indicating an increasing number of states with policies on participation and accommodations, to a growing sophistication in states' policies.

Since the last update, recent federal regulations have had an influence on states' accommodations policies. The federal peer review of state standards and assessments, which was begun in 2004, has required states to have clear policies for accommodations, to document the link between instructional and assessment accommodations, to monitor the availability and use of accommodations, and to ensure that the use of accommodations results in a valid and meaningful score.

Recent changes in participation and accommodations policies include the following: (1) attention to accommodations that allow for valid scores; and (2) greater differentiation among accommodations allowed for different groups of students, such as students with Individualized Education Programs (IEPs), students with 504 plans, and English language learners.

## Need to Update and Analyze

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This current update, based on 2009 policies, sought to answer questions similar to those in previous examinations of state participation and accommodations policies. These questions included the following:

- How do states reflect the participation options for students with disabilities on statewide tests?
- Have the policies changed substantially since the 2007 update? How have the policies changed?

- How do accommodations policies reflect current and emerging issues, including issues of validity, assistive technology accommodations, and the provision of accommodations to different student groups?

For the current report, we made several additions and adjustments to our analysis. Several new accommodations were added to the analysis, and these will be noted where they are discussed in this report.

Several changes were made to our analysis this year. First, accommodations were coded for the specific grade levels and content areas in which they were allowed. Content areas included in the analysis were Reading/English Language Arts, Math, Science, History, and Social Studies. This change revealed that there were some state policies that allowed accommodations in certain grades and content areas but not others. In addition, in the previous report we included most of the unique states in our analysis. This year, we were unable to obtain policy information from all but the District of Columbia. For this analysis, we included the District of Columbia in our tallies with the regular states. As a result, figures throughout this report reflect a total of 51 states, and comparisons between 2007 and 2009 policies accurately reflect changes in the number of state policies, including DC policies.

## **Process Used to Review State Policies**

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In general, procedures used for this analysis of states' written participation and accommodation policies were similar to the procedures used in the past. As was the case in previous years, the information for this report was gathered through the examination and analysis of publicly available written documents. This is in contrast to other approaches that survey informed respondents and that may use a restricted list of accommodations.

Participation and accommodation policies for the 2008-09 school year were obtained from all regular states' Web sites as of August 15, 2009. The initial compilation of data for each state was entered into an online database with a composite entry for each state, referred to as a state profile. The 2009 profiles were then compared to the 2007 profiles and changes between the two were highlighted. Hard copies of the profiles were sent to states for review. States were asked to verify the information in their profiles by indicating whether: (1) the information was accurate, (2) they needed additional information in order to decide whether the information contained in their profiles was accurate, or (3) the profiles contained inaccurate information and that changes needed to be made to the profile. If a state requested changes to the profile, we required evidence of a written document that contained the desired change before accepting the changes. State officials were able to make comments directly on the online profile, but they were also given the option to return their edited profiles to us via mail or fax. The information

from the verified state profiles was then placed in the tables contained in this report. A complete list of state documents used to compile information for this report is in Appendix A.

This analysis did not attempt to determine the degree to which state policies complied with federal requirements under IDEA or ESEA. Those determinations can be made only by the appropriate federal authorities. This report is a descriptive analysis of the written policies that states have for the participation of students with disabilities in assessments and their use of accommodations during assessments.

## **Organization of the Report**

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In this update we summarize and categorize the extensive information contained in states' participation and accommodation policies. As in past reports, presenting information in figures and tables makes it more accessible, but can sometimes obscure the underlying complexities of the individual state policies. For example, it is not apparent in any of the tables that state policies on participation and accommodations range in length from a few pages to hundreds of pages. This complexity is exacerbated by the burgeoning number of state documents addressing participation and accommodations that are currently available. Some states have policies in place with few or no related supporting documents, while others have, in addition to policies, a full complement of related materials such as procedural manuals and training guides.

This report is divided into two sections. Section 1 addresses the information gathered on participation. Section 2 contains the review of states' accommodation policies.

Tables that detail accommodations by state are included in Appendix B of this report. Summary figures and tables are provided in the main sections of the report. A comparison was made, where possible, to similar information from previous reports. All information in this report that refers to 2007 policies was obtained from Christensen et al. (2008).

In addition to this report, all of the state policies on participation and accommodations can be accessed online with the NCEO Data Viewer (<http://data.nceo.info>), which allows users to create customized reports, including charts and maps that show state policies.

## **Section 1: Participation Policies**

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In addition to examining the specific participation criteria in the states, we examined additional testing options that were mentioned and references to circumstances in which students might not participate in assessment. For each of these participation topics, we describe the 2009 findings and then compare these to findings from 2007.

## Additional Testing Options

Some state participation policies included language about additional testing options beyond the three traditional testing options (i.e., general assessment without accommodations, general assessment with accommodations, and alternate assessments). These additional testing options included Selective Participation, Combination Participation, Out-of-Level Assessments, Locally Selected Assessments, Testing with Modifications or Non-Standard Accommodations, and Testing with Unique Aggregated Accommodations. Selective Participation means that students may take certain parts of the assessment without being required to take others, such as taking the math alternate assessment and no other assessments. Combination Participation means that students may take different parts of different tests, such as taking the reading alternate assessment, the math general assessment, and the science assessment with accommodations. Out-of-Level Assessments refers to the practice of allowing a student in one grade to take an assessment designed for another (usually lower) grade. Locally Selected Assessments are defined as assessments that school district staff select for students who are unable to participate in the general assessment even with accommodations. Testing with Modifications or Non-Standard Accommodations is the term used when a state permits the administration of a test with modifications or nonstandard accommodations. These accommodations are typically considered to change what is being tested to an extent that invalidates a student's score. Testing with Unique Aggregated Accommodations refers to the use of accommodations that may be called conditional or nonstandard, but that have no implications for scoring or aggregation.

Thirty-five states' policies indicated that at least one additional testing option was available to students (see Figure 1). The participation policies in the remaining states did not indicate that additional testing options were available.

**Figure 1. Summary of Additional Testing Options**

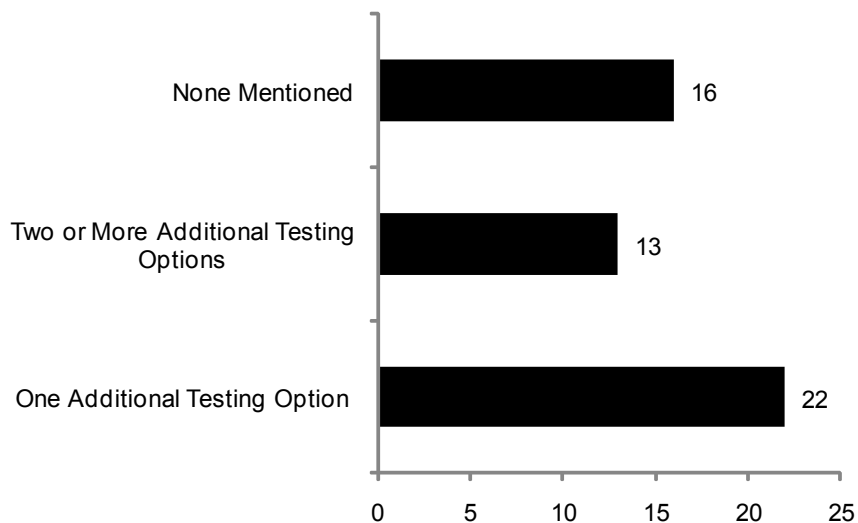
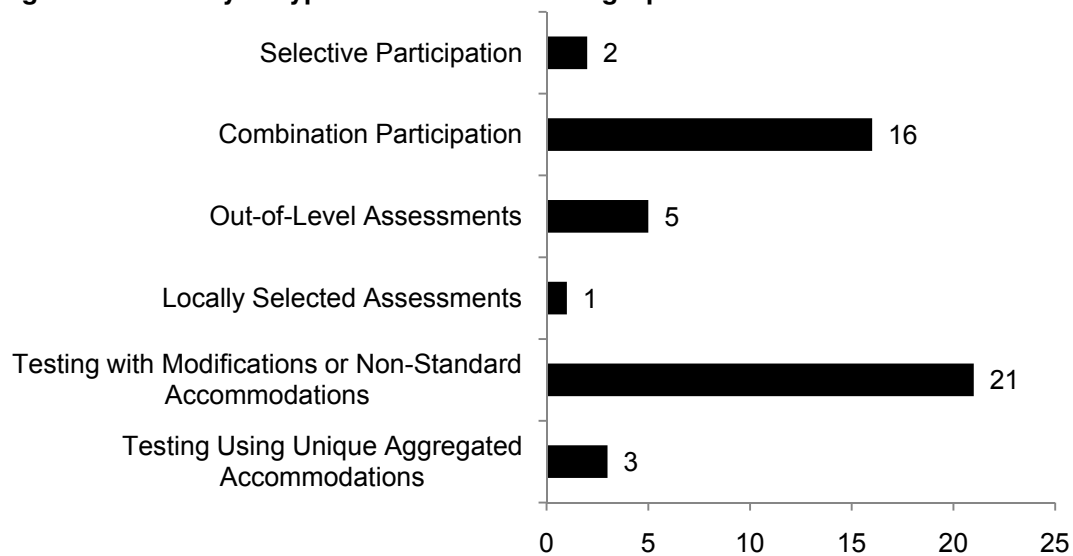


Figure 2 illustrates the specific type of additional testing options and the number of states that allow it. Testing with modifications or non-standard accommodations was the largest category with 21 states allowing this testing option. Combination Participation followed with 16 state policies allowing it. For example, one state policy indicated that participation by content area was allowed; therefore, when two or more content areas are being assessed, such as reading, writing, and math, the student may take the general assessment in math, and alternate assessments in reading and writing.

Details on the policies of the specific states are provided in Tables B.1 and B.2 in Appendix B.

**Figure 2. Summary of Types of Additional Testing Options**



### Changes Since 2007

The number of states with participation policies that specifically cite the availability or non-availability of additional testing options stayed about the same since 2007. In 2007, 20 states had one additional testing option; this number increased to 22 in 2009. However, in 2007, 17 states mentioned having two or more additional testing options, and this number decreased to 13 for 2009. The number of states that did not mention additional testing options (e.g., the policies neither permitted nor prohibited additional testing options) increased from 13 in 2007 to 16 in 2009.

In terms of the variation in types of additional testing options offered, these numbers also changed only slightly from 2009. Combination Participation decreased from 23 states mentioning this option in 2007 to 16 states in 2009. Locally Selected Assessments decreased by 2, from 3 in 2007 to 1 in 2009. The remaining types of additional testing options decreased in the number of states mentioning them in 2009. Testing with modifications decreased by 2, from 23 in 2007 to 21 in 2009. Out-of-Level Assessments remained stable from 2007-2009 as it was mentioned by 5 states. Selective Participation was included in 3 state policies in 2007; in 2009, only 2 states offered Selective Participation.

## Circumstances in Which Students are Not Included in Any Form of Statewide Assessment

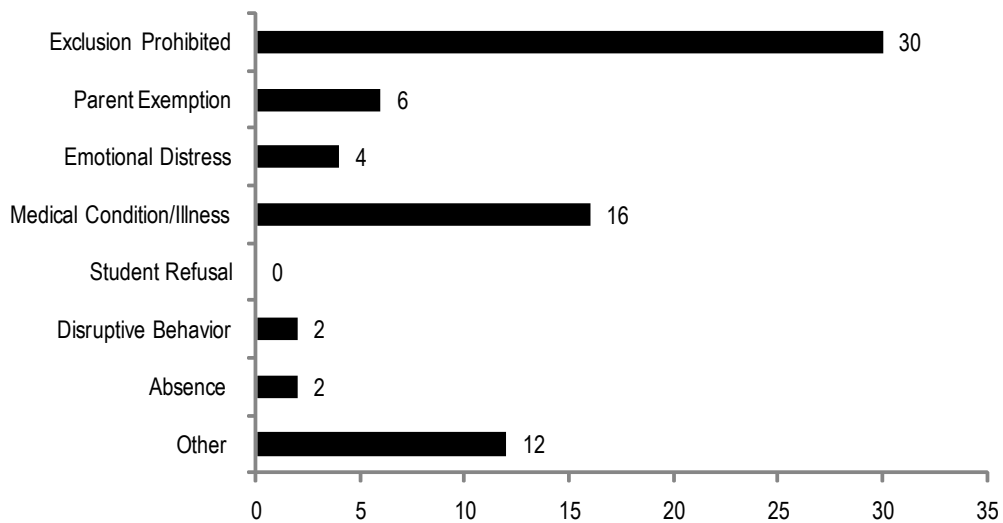
In addition to examining state policies on how students were included in statewide assessment programs, we also looked for circumstances in which students were not included in any form of state assessment.

As shown in Figure 3, 16 states permitted the exclusion of students in the case of a medical condition or illness, and 6 states permitted exclusion according to a parent exemption. Four states permitted exclusion for emotional distress, 2 states permitted exemption for disruptive behavior, and 2 states permitted exclusion for absence.

When analyzing the state policies, we considered a state to meet the requirements of exclusion prohibited if they stated that all students must participate, and no excluded groups were mentioned. Under this definition, 30 states prohibited exclusion.

This information is summarized in Figure 3 and provided in detail by state in Appendix B, Table B.3 and B.4.

**Figure 3. Summary of Circumstances in Which Students are Not Included in Any Form of Statewide Assessment**



### Changes Since 2007

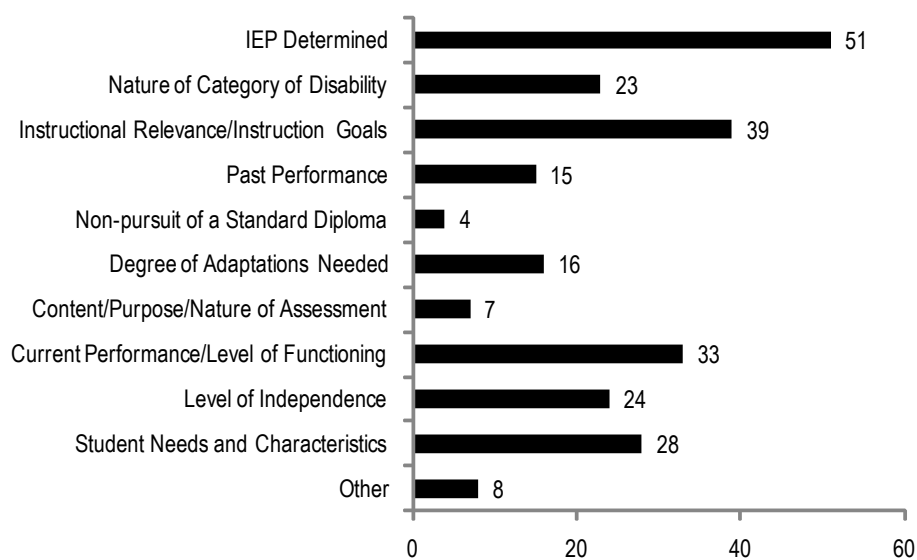
In 2007, one state permitted exclusion for student refusal and in 2009 no states did. The number of states that permitted exclusion for parent exemption remained at 6. Two new reasons for permitting exclusion emerged in 2009 policies: disruptive behavior (2 states) and absence (2 states).

## Participation Decision-making Criteria—Allowed

Figure 4 summarizes the decision-making criteria that states used to determine how students with disabilities participate in statewide assessment systems. The criteria that states cited most frequently was (1) IEP Determined (51 states); (2) Instructional Relevance/Instructional Goals (39 states); (3) Current Performance/Level of Functioning (33 states); (4) Student Needs and Characteristics (28 states); (5) Level of Independence (24 states); and (6) Nature of/Category of Disability (23 states).

Additional participation criteria that states used when making participation decisions are included in Tables B.5 and B.6 in Appendix B.

**Figure 4. Summary of Participation Policy Variables That *Can Be Used* to Make Decisions about How Students with Disabilities Will Participate in Statewide Assessment**



## Changes Since 2007

Policies on variables that can be used to make decisions about how students with disabilities will participate in statewide assessments have remained relatively stable since 2007. The most commonly cited variable for decision making in 2007, IEP determined (51 states), remained the same in 2009.

Three policy variables increased in the number of states that mentioned them in policies from 2007. Degree of Adaptations Needed increased from 6 states citing this variable in 2007 to 16 states in 2009. Past Performance increased from being mentioned in the policies of 13 states in 2007 to being included in 15 states' policies in 2009. Finally, Student Needs and Characteristics also increased from being mentioned in 11 states' policies in 2007 to 28 states in 2009.

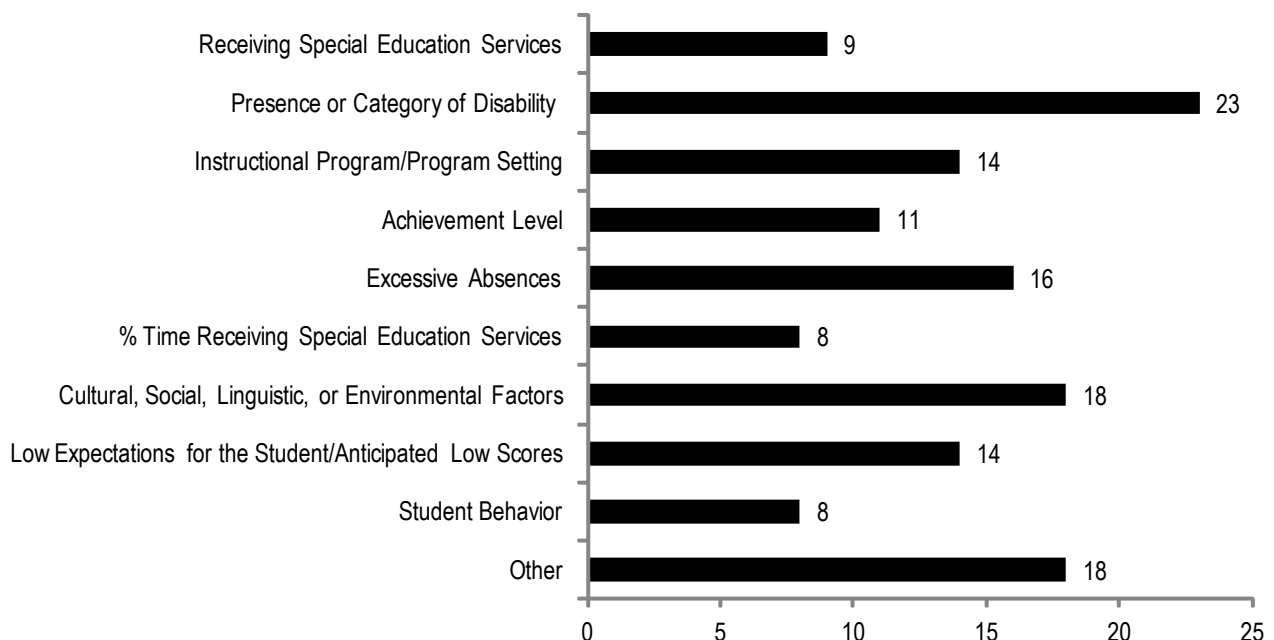


Five policy variables decreased in the number of states that mentioned them in their policies from 2007. Fewer states permitted consideration of Instructional Relevance/Instructional Goals, which decreased from being used in 45 states in 2007 to 39 states in 2009. Similarly, Current Performance/Level of Functioning decreased from being used for decision-making in 37 states in 2007 to being used in 33 states in 2009. Level of Independence also decreased, down from 37 states in 2007 to 24 states in 2009. Content/Purpose/Nature of Assessment was also mentioned in fewer policies (down from 8 states to 7 states). Finally, there were fewer variables in the Non-pursuit of a Standard Diploma, with only 4 states including it in 2009 versus 6 states in 2007.

### Participation Decision-making Criteria—Not Allowed

Many states listed criteria that cannot be used to make decisions about how students with disabilities will participate in statewide assessments. As shown in Figure 5, the criteria that were most frequently cited included the following: (1) Presence or Category of Disability (23 states); (2) Cultural, Social, Linguistic, or Environmental Factors (18 states); and (3) Excessive Absences (16 states). Fourteen states had policies which stated that Low Expectations/Anticipated Low Scores may not be used to make decisions about how students with disabilities will participate in assessments. In addition, fourteen states also mentioned Instructional Program/Setting as criteria that may not be used for participation decision-making.

**Figure 5. Summary of Participation Policy Variables That *Cannot* Be Used to Make Decisions About How Students with Disabilities will Participate in Statewide Assessments**



Detailed information on participation decision-making criteria for each state can be found in Tables B.7 and B.8 of Appendix B.

### **Changes Since 2007**

The number of states that cited variables that cannot be used to make decisions about how students with disabilities will participate in statewide assessments seemed to decrease overall for each variable from 2007 to 2009. Variables with the greatest decreases included Excessive Absences, (down from 22 in 2007 to 16 in 2009), and Cultural, Social, Linguistic, or Environmental Factors, (down from 23 in 2007 to 18 in 2009). Receiving Special Education Services was one variable that increased, up to 9 in 2009, from 5 in 2007.

## **Section 2: Accommodation Policies**

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All states had policies that addressed issues related to the use of accommodations by students with disabilities in statewide assessments. This section of the report addresses state policy language concerning groups eligible to receive accommodations, criteria that states can and cannot use to make decisions about a student's use of an accommodation, guidance for the use of accommodations that are not on an approved list, accommodations involving a third party to administer or record, and the use and impact of various types of accommodations.

### **Additional Student Groups Eligible for Accommodations**

Accommodations policies may apply to students with IEPs, students with 504 plans, students who are both English language learners (ELLs) and have a disability, students who qualify for Title I services, or to all students. Many states also have separate accommodations policies for ELL students, but we did not track those policies for this report. Readers interested in learning more about ELL policies are referred to Rivera, Collum, Shafer, and Sia (2005).

Figure 6 provides information about the extent to which various categories of students, in addition to ELL students or students with disabilities, were eligible to use accommodations during statewide assessments. All states mentioned in their policies that at least one other group was eligible for accommodations. Forty-two states indicated in their policies that accommodations were to be provided to students who had a 504 plan. Another 42 states specified in their policies that English language learners were eligible for accommodations. The inclusion of ELLs as a student group was new to our report for this year.

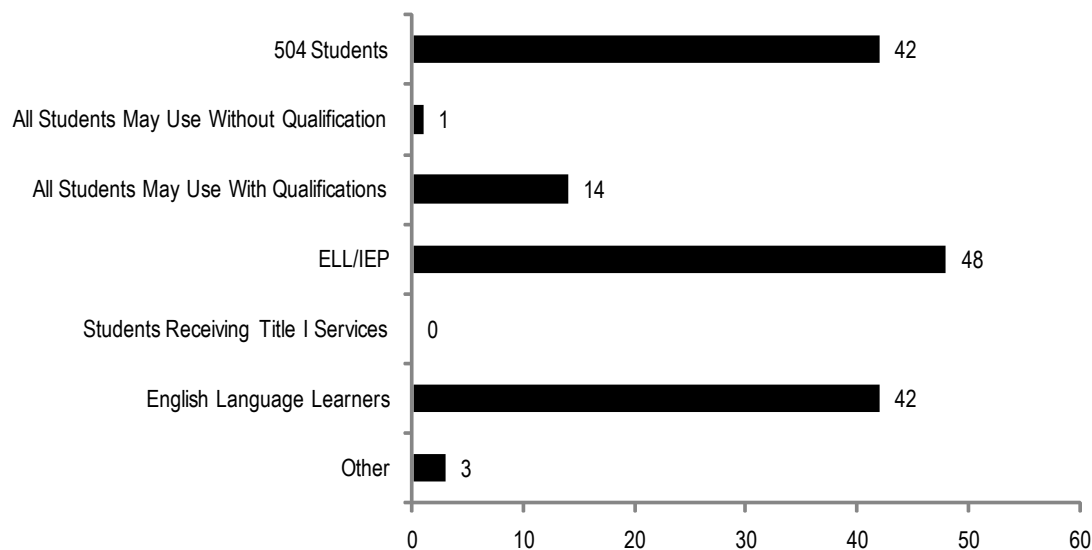
In 2007, we began to include ELL participation in our analysis. Previously, we analyzed whether states' special education accommodation policies addressed students who had both an IEP and were ELLs. For our analysis, we considered a state to provide accommodations for ELLs with

IEPs if the state mentioned ELL accommodations within the sections of their policies on accommodations for students with disabilities. In 2009, 48 states included ELLs with IEPs as an additional group eligible for accommodations.

One state allowed all students to use any accommodations without restrictions. Fourteen states allowed all students to use standard accommodations under certain circumstances and with specific restrictions.

See Table B.9 and B.10 in Appendix B for detailed information on additional student groups eligible for accommodations in each state.

**Figure 6. Summary of Additional Student Groups Eligible for Accommodations**



### Changes Since 2007

Overall, the number of states mentioning additional student groups eligible for accommodations decreased from 2007 to 2009. The number of state policies that included students with a 504 plan decreased from 46 states in 2007 to 42 states in 2009. The number of states mentioning ELLs with IEPs as eligible for accommodations increased from 46 states in 2007 to 48 states in 2009. The number of states mentioning English language learners as an additional student group went from 46 states in 2009 to 42 states in 2007.

### Accommodations Decision-making Criteria—Allowed

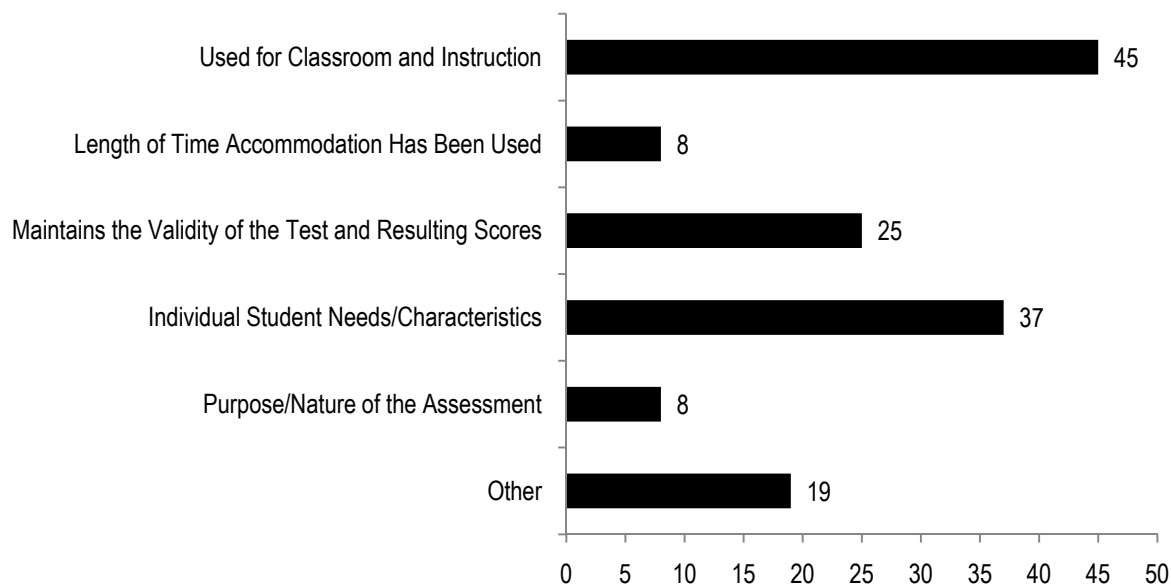
States have used a variety of criteria to guide the process for making decisions on student use of accommodations. According to Figure 7, the policies of 45 states indicated that the use of

instructional and classroom accommodations are to be considered when making decisions. Two other criteria that many states included in their policies were accommodations that were selected based on Individual Student Needs and Characteristics (37 states) and that the accommodations maintained the Validity of the Test and Resulting Score (25 states).

Some states differentiated between the types of accommodations that may be provided on exit exams and other large-scale assessments or between norm-referenced and criterion-referenced tests. The category of Purpose/Nature of the Assessment was used to track whether different accommodations were permitted on different types of assessments in a state. In 8 states, the purpose or nature of the assessment was one of the criteria decision-making teams were asked to consider when making decisions about the use of accommodations.

See Tables B.11 and B.12 in Appendix B for more detailed information on criteria states allow for making decisions about accommodations.

**Figure 7. Summary of Accommodations Policy Variables That *Can* Be Used to Guide the Decision-making Process for Using Accommodations During Statewide Assessment**



**Changes Since 2007**

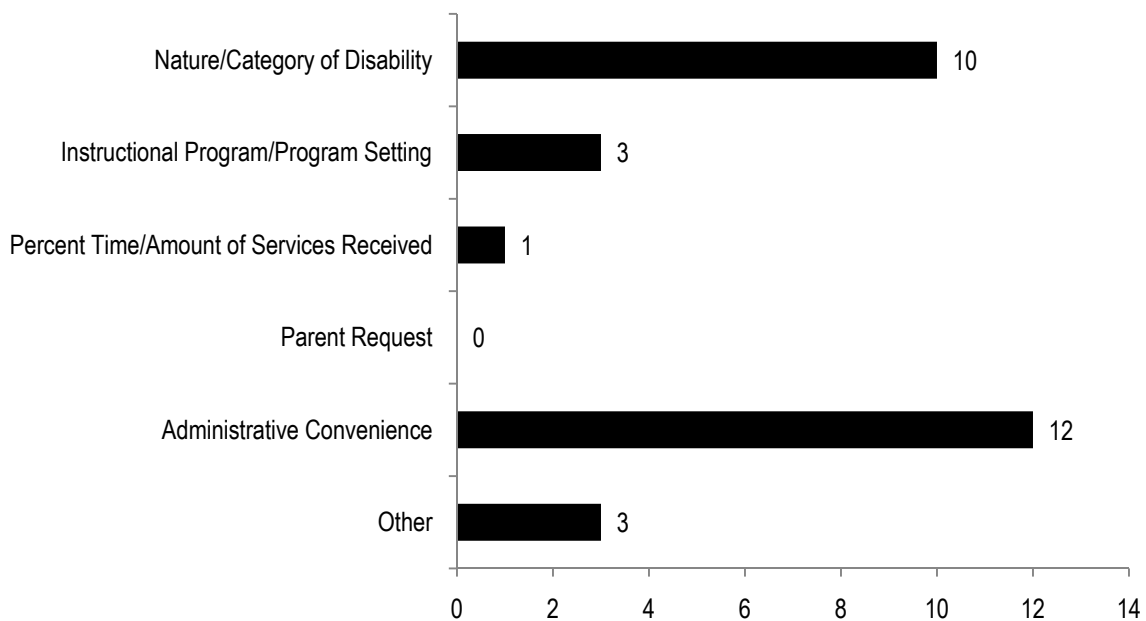
Since 2007, the state policies indicating the variables that can be used to guide the decision-making process for using accommodations during assessments have generally decreased in number. Used for Classroom and Instruction decreased by 2, from being mentioned in 47 states in 2007 to 45 states in 2009. Maintains the Validity of the Test and Resulting Score also decreased, from being mentioned in 32 states’ policies in 2007 to 25 states in 2009. Purpose/Nature of the Assessment decreased from 12 in 2007 to 8 in 2009. The Length of Time Accommodation Has Been Used decreased from 14 in 2007 to 8 states in 2009. Individual Student Needs/Characteristics increased from 34 states in 2007 to 37 states in 2009.

### Accommodations Decision-making Criteria—Not Allowed

States also prohibited basing decisions about accommodations on certain criteria (see Figure 8). Policies generally listed fewer variables that *could not* be used in the decision-making process as compared to the number of variables that *could* be used. Twelve states indicated that Administrative Convenience may not be used to make decisions about accommodations. Ten states did not permit consideration of the nature or category of a student’s disability. A few states indicated that Instructional Program/Program Setting (3 states) and Percent Time/Amount of Services Received (1 state) may not be considered when making decisions about accommodations.

State specific information, as well as information about other criteria, is provided in Tables B.13 and B.14 in Appendix B.

**Figure 8. Summary of Accommodation Policy Variables That *Cannot* Be Used to Guide the Decision-Making Process for Using Accommodations During Statewide Assessment**



#### Changes Since 2007

Two categories increased in the number of states mentioning these variables in their policies: Administrative Convenience increased from 5 states in 2007 to 12 states in 2009, and Nature/Category of Disability increased from 9 states in 2007 to 10 states in 2009. The other 2 variables remained the same from 2007 to 2009.

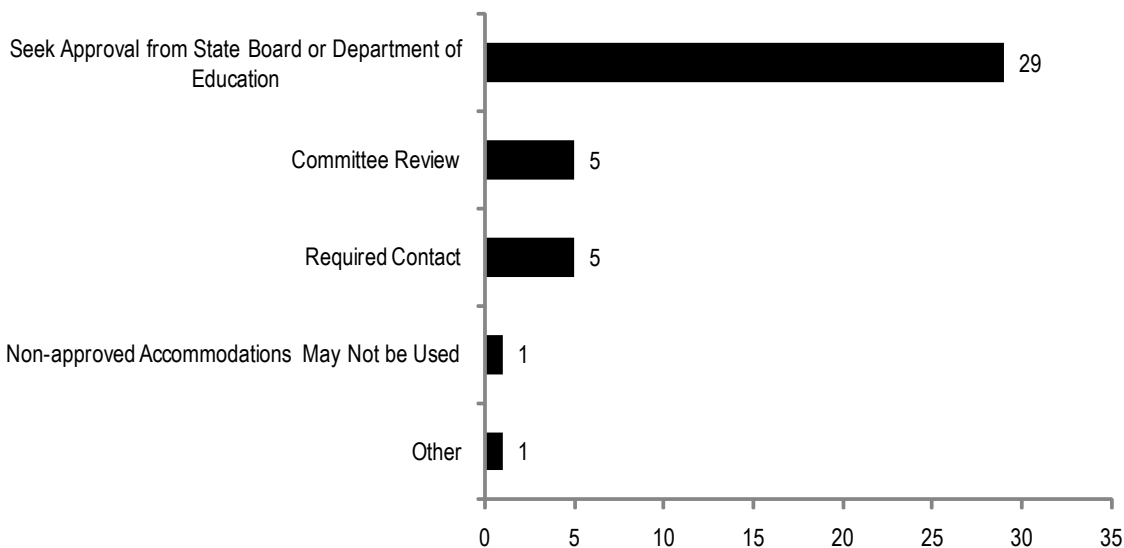
#### Guidance for Using Accommodations That Are Not on the “Approved” List

A summary of the guidance for using accommodations that are not on an “approved” list in state accommodation policies is found in Figure 9. Twenty-nine states’ policies advised IEP team members to seek approval from the State Board or Department of Education when suggesting the use of an accommodation not specifically found on the “approved” list. A committee review of the request to use an accommodation not previously approved was indicated in 5 state poli-

cies. Five state policies required IEP team members to contact a specific individual at the state or district level when recommending a non-approved accommodation.

Detailed information for each state is located in Tables B.15 and B.16 in Appendix B.

**Figure 9. Summary of Guidelines for Using Accommodations That Are *Not* on the “Approved” List**



### Changes Since 2007

The number of state policies that required decision-making teams to seek approval from a State Board or Department of Education when inquiring about using accommodations not on the “approved” list increased from 26 states in 2007 to 29 states in 2009. The number of states that required a committee review of the accommodation in question increased by 1 state (up from 4 to 5) from 2007 to 2009. In 2007, 6 states required decision-making teams to contact a specific person at the state or district level; by 2009, the number decreased to 5 states.

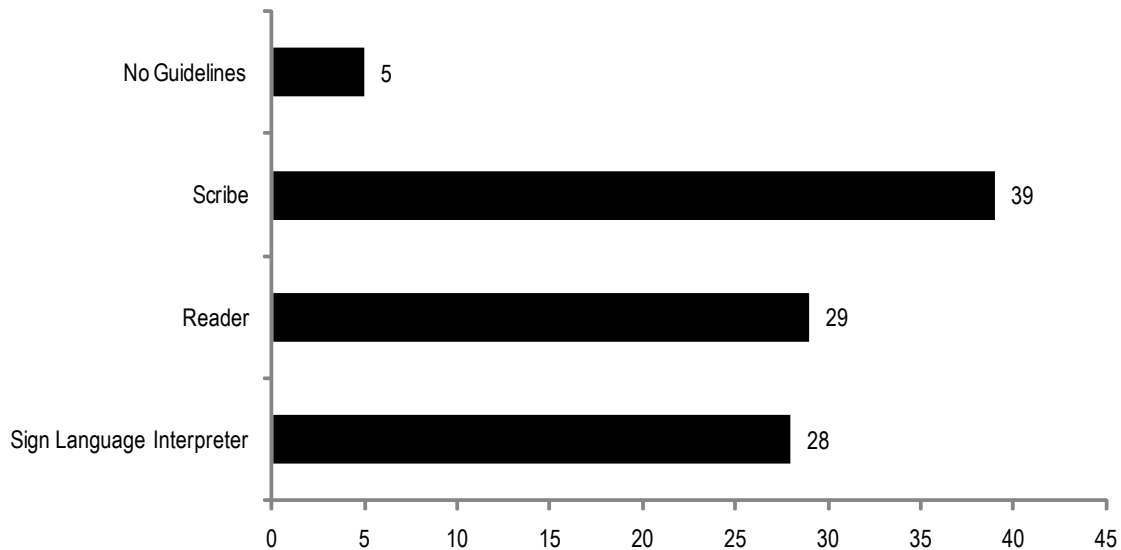
### Guidelines for the Administration of Accommodations Involving a Third Party

Information was also collected on guidelines for accommodations involving a third party. This information is summarized in Figure 10. An example of an accommodation that involves a third party would be an individual who serves as an intermediary between the student and the mode of access to the test (e.g., sign language interpreter, scribe, etc). If a decision-making team had selected Dictation of Answers as an accommodation, a state’s guidelines might then define the role of the scribe. Or, if Reading Test Items Aloud was the selected accommodation, the state may provide instructions on how to read numbers aloud and how to describe figures and diagrams on the test. For this analysis, we accepted anything the state produced as a written guideline. In other words, no quality criteria were imposed. Thirty-nine states provided written guidelines for

scribes in their accommodation policies. Guidelines for readers and sign language interpreters were provided in 29 and 28 state policies, respectively.

Detailed information for each state is located in Table B.17 in Appendix B.

**Figure 10. Summary of Guidelines for the Administration of Accommodations Involving a Third Party**



### Changes Since 2007

The number of states that provided guidelines for accommodations involving a third party increased from 45 states in 2007 to 46 states in 2009. The number of states with guidelines for scribes decreased from 40 states to 39 states in 2009. Guidelines for readers decreased from 32 in 2007 to 29 in 2009. Guidelines for sign language interpreters increased by 1, from 27 in 2007 to 28 in 2009.

### Types of Accommodations and Impact of Use

In this section of the report, the accommodations that states most often allowed, allowed with restrictions, and prohibited are reviewed. We organized the accommodations into 5 categories: presentation accommodations, equipment and materials accommodations, response accommodations, scheduling/timing accommodations, and setting accommodations.

We also analyzed how the states' policies indicated that the accommodations were to be used: (1) *Allowed (A)*—if the accommodation is used, the student must be given the score she or he earned, the student's score must be aggregated, and the score must be used for accountability purposes; (2) *Unique Aggregated (UA)*—an added category for those situations in which an accommodation that may be called conditional or nonstandard is used, the student is given his

or her earned score, and the student's score is aggregated and used for accountability purposes; (3) *Allowed in Certain Circumstances* (AC)—the accommodation is allowed on some assessments and not others; (4) *Allowed with Implications for Scoring and/or Aggregation* (AI)—if the accommodation is used, the student automatically receives a certain score (e.g., zero or below basic) or the score is not aggregated; and (5) *Prohibited* (P)—the use of this accommodation on statewide and district-wide testing is not permitted. For this analysis, we included an accommodation in our report if it was mentioned in the policies of at least 6 states.

### Presentation Accommodations

Presentation accommodations alter the way in which a test is presented to a student. Table 1 provides a summary of the presentation accommodations documented in state accommodation policies. State specific detailed information about these accommodations is included in Tables B.18 through B.19 in Appendix B.

The most frequently allowed presentation accommodations were: Large Print, Braille, Sign Interpret Directions, and Read Aloud Directions. The policies of 49 states allowed the Large Print accommodation without any restrictions, and an additional state allowed the accommodation with implications for scoring. Forty-seven states permitted the use of Braille without restrictions, and one state allowed the accommodation with implications for scoring.

Read Aloud is represented in this analysis as three separate accommodations: Read Aloud Directions, Read Aloud Questions, and Read Aloud Passages. Table 1 shows the breakdown of accommodations policies for these three accommodations for Reading.

States' policies on the Read Aloud Directions accommodation showed some variability. Fewer states (19) allowed this accommodation in Social Studies, while more states (30-38) allowed it in other content areas (see Figure 11). Only one state allowed this accommodation with implications for scoring in Reading/English Language Arts, while no states allowed it with implications for scoring in any other content area. Similarly, 1 state allowed this accommodation in certain circumstances with implications for scoring in Reading/English Language Arts, compared to no states in any other content area. A similar number of states across content areas allowed this accommodation in certain circumstances, with the most states (6) in the content area of Writing, and less states (3-4) in other content areas. No states allowed this accommodation as a unique aggregation and in certain circumstances. Three states prohibited this accommodation in Reading/English Language Arts, and 1 state prohibited this accommodation in Writing.



**Table 1. Number of Regular States that Allow or Prohibit Selected Presentation Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AI/AC	AC/UA	P
Large Print	49	0	1	0	0	0
Braille	47	0	1	1	1	0
Read Aloud Directions	32	10	0	0	0	0
Read Aloud Questions	9	40	0	2	0	0
Read Aloud Passages	2	17	3	1	0	9
Sign Interpret Directions	45	2	0	0	0	1
Sign Interpret Questions	18	20	0	0	1	0
Sign Interpret Passages	5	7	0	0	0	3
Native Language Translation of Directions	18	2	1	0	0	2
Native Language Translation of Questions	4	6	1	0	0	4
Native Language Translation of Passages	3	6	1	0	0	2
Repeat/Re-Read/Clarify Directions	31	3	0	0	0	0
Visual Cues	22	2	0	0	0	0
Administration by Others	4	0	0	0	0	0
Familiar Examiner	17	1	1	0	0	0
Additional Examples	4	0	0	0	0	0
Teacher Highlighting	17	4	0	0	0	0
Student Highlighting	14	2	0	0	0	0
Student Reads Test Aloud	14	0	0	0	0	0
Increased Space Between Items	4	1	0	0	0	0
Simplify/Paraphrase Directions	16	2	0	2	1	1
Tactile Graphics	13	1	0	0	1	0
Prompt/Encourage Student	13	2	0	0	0	0
Page Turner	5	1	0	0	0	0

<sup>a</sup> In addition to the presentation accommodations listed in this table, 34 states have “Other” presentation accommodations. See Table B.19 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AI/AC = Allowed with Implications for Scoring and in Certain Circumstances; UA = Unique Aggregated; P = Prohibited

Note: These totals include fifty states and the District of Columbia.

*Definitions:*

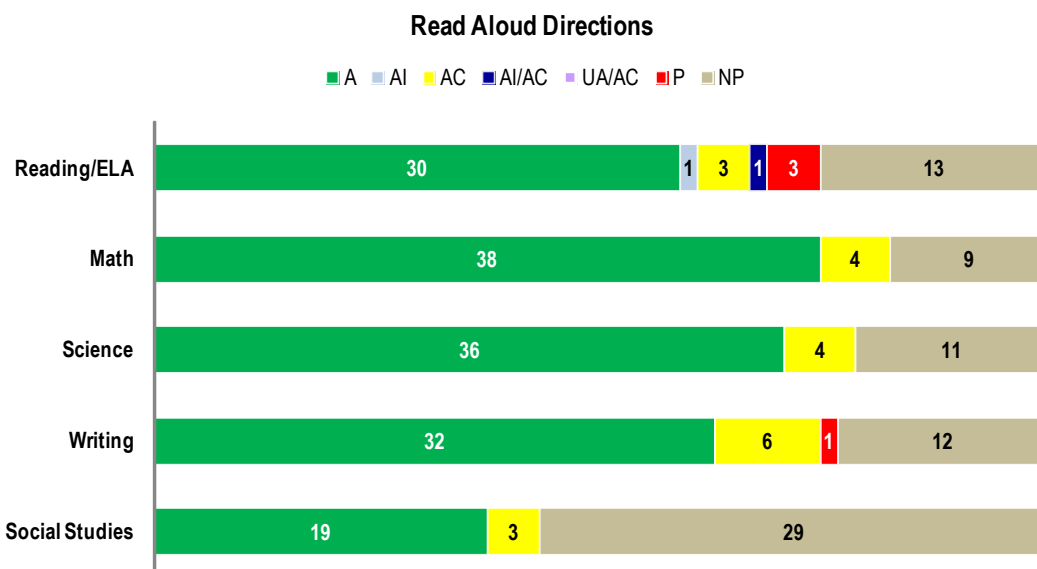
**Large Print** = all parts of the assessment are in print larger than that typically used.

**Braille** = all parts of the assessment are presented in braille.

**Table 1. Number of Regular States that Allow or Prohibit Selected Presentation Accommodations<sup>a</sup> (continued)**

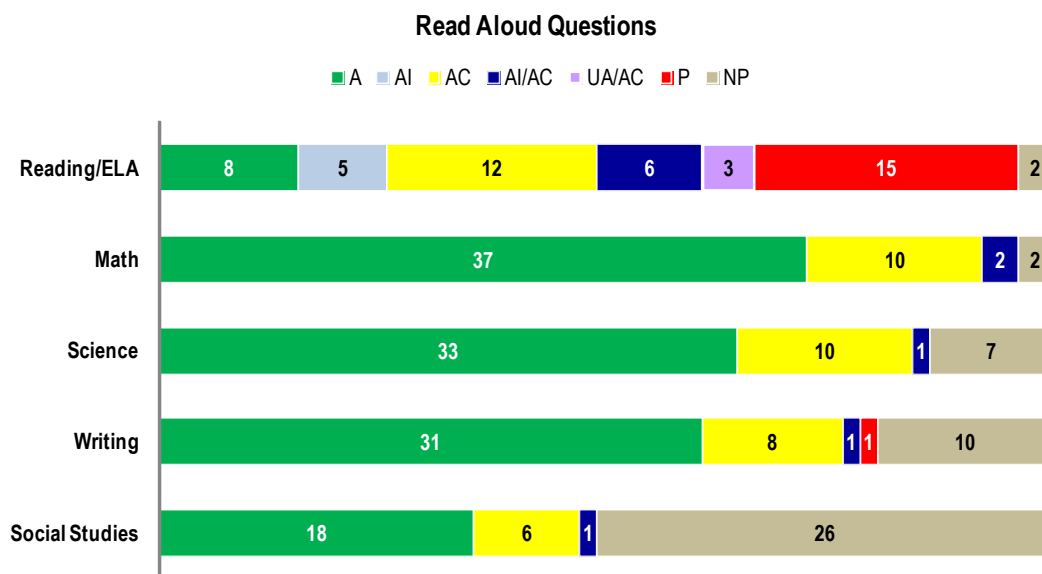
- Read Aloud Directions** = the directions portion of the assessment is read to the student.
- Read Aloud Questions** = the assessment items are read to the student.
- Read Aloud Passages** = the assessment passages are read to the student.
- Sign Interpret Directions** = directions portion of the assessment presented to the student via sign language.
- Sign Interpret Questions** = assessment items presented to the student via sign language.
- Sign Interpret Passages** = assessment passages presented to the student via sign language.
- Native Language Translation of Directions and/or Items** = directions and/or test items are translated into the student's native language.
- Read/Re-read/Clarify Directions** = directions may be clarified through restatement for the student.
- Visual Cues** = additional visual cues are provided for students, such as arrows or stickers.
- Administration by Others** = someone other than regular test administrator gives test to student (e.g., special education or general education teacher).
- Familiar Examiner** = someone other than regular test examiner who the student knows and has worked with in the past gives the test to the student (e.g., special education teacher).
- Additional Examples** = in response to student request for more information or clarification, test administrator can supply additional examples to assist the student.
- Teacher Highlighting** = teacher uses a highlighter to highlight on test booklet (e.g., highlighting key words in directions).
- Student Highlighting** = student uses a highlighter to mark on test booklet.
- Student Reads Test Aloud** = student reads directions and/or items aloud to self.
- Increased Space Between Items** = more blank space is given in the test booklet between items.
- Simplify/Paraphrase Directions** = in response to student request for more information or clarification, test administrator can simplify or paraphrase test directions.
- Tactile Graphics** = graphic items in the test are given through tactile representation.
- Prompt/Encourage Student** = test administrator may encourage or prompt the student to continue.
- Page Turner** = the student receives assistance turning the pages of the test booklet.

**Figure 11. State Participation Policies for the Read Aloud Directions Accommodation by Content Area**



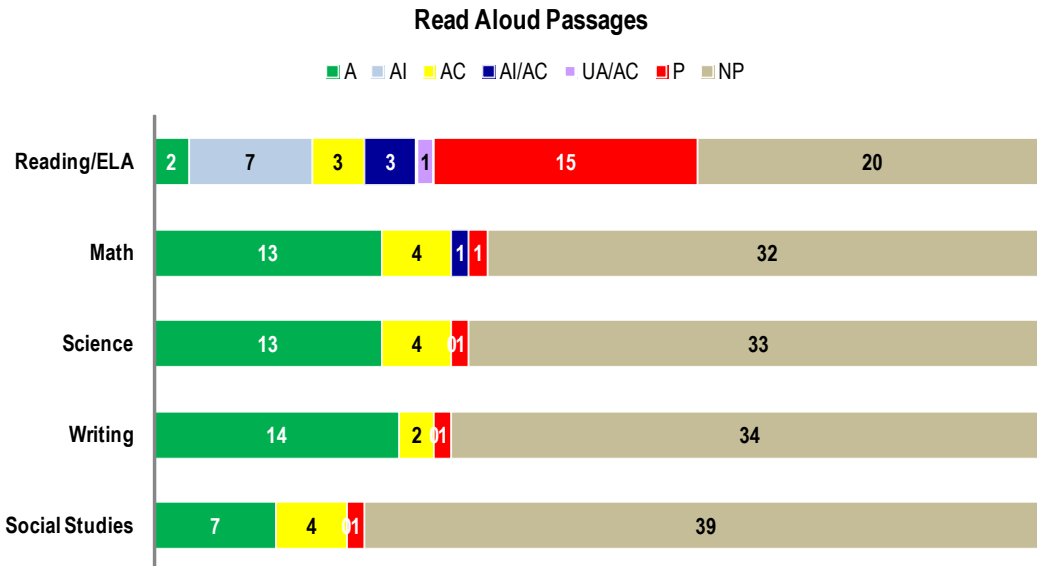
The Read Aloud Questions accommodation was highly variable between Reading/English Language Arts and other content areas (see Figure 12). Variability of policies on this accommodation between other content areas was much lower. Eight states allowed this accommodation in Reading/English Language Arts, while a range of 18-37 states allowed it in other content areas. Five states allowed this accommodation with implications for scoring in Reading/English Language Arts, while no states had this policy for any other content area. The number of states that allowed this accommodation in certain circumstances was similar between content areas with the highest number of states (12) in Reading/English Language Arts and the fewest (6) in Social Studies. Six states allowed this accommodation in certain circumstances with implications for scoring, whereas only 2 states had this policy in Math, and 1 state had this policy in both Writing and Social Studies. Similarly, 3 states allowed this accommodation with unique aggregation and in certain circumstances in Reading/English Language Arts, while no states had this policy in any of the other content areas. Fifteen states prohibited the use of this accommodation in Reading/English Language Arts, and 1 state prohibited this accommodation in Writing.

**Figure 12. State Participation Policies for the Read Aloud Questions Accommodation by Content Area**



The Read Passages Aloud accommodation was highly variable between Reading/English Language Arts and other content areas (see Figure 13). While only 2 states allowed this accommodation in Reading/English Language Arts, 7 states allowed this accommodation in Social Studies and 13-14 states allowed this accommodation in Math, Science, and Writing. In Reading/English Language Arts, 7 states allowed this accommodation with implications for scoring, whereas no states had this policy for any other content area. The number of states that allowed this accommodation in certain circumstances was similar across content areas with a range of 2-4 states. Again, there was only a slight difference between content areas in the number of states which allowed this accommodation in certain circumstances with implications for scoring, with 3 states having this policy for Reading/English Language Arts compared to 1 state for Math, and no states in any of the other content areas. One state allowed this accommodation with unique aggregation and in certain circumstances in Reading/English Language Arts, while no states had this policy in the other content areas. Fifteen states prohibited the use of this accommodation in Reading/English Language Arts, but only 1 state prohibited this accommodation in each of the other content areas.

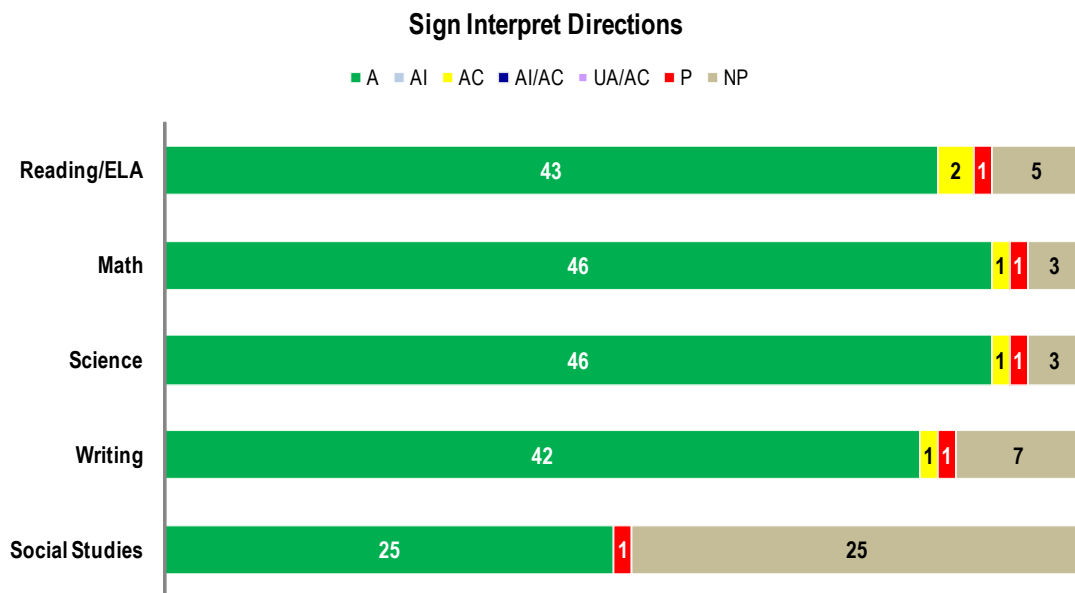
**Figure 13. State Participation Policies for the Read Aloud Passages Accommodation by Content Area**



Sign Language Interpretation is also represented in this analysis as 3 separate accommodations: Sign Interpret Directions, Sign Interpret Questions, and Sign Interpret Passages. Table 1 showed the policies for each of these accommodations. In general, 45 states permitted directions to be signed without restrictions, and 2 states indicated that directions may be signed under certain circumstances (e.g., on the math test, but not on the reading test). One state prohibited sign interpretation of directions. Thirty-nine states had some policy that allowed test questions to be signed. Of these, 18 states permitted questions to be signed without restrictions; one states’ policy about sign interpretation of questions indicated it was a unique aggregated accommodation/allowed in certain circumstances. A total of 20 states allowed questions to be signed in certain circumstances. As with the Read Aloud Accommodation, it is more controversial to sign questions than to sign directions. It is even more controversial to allow passages to be signed. Five states allowed this accommodation with no restrictions; an additional 7 states allowed passages to be signed under certain circumstances. Three states prohibited the use of signed passages as an accommodation.

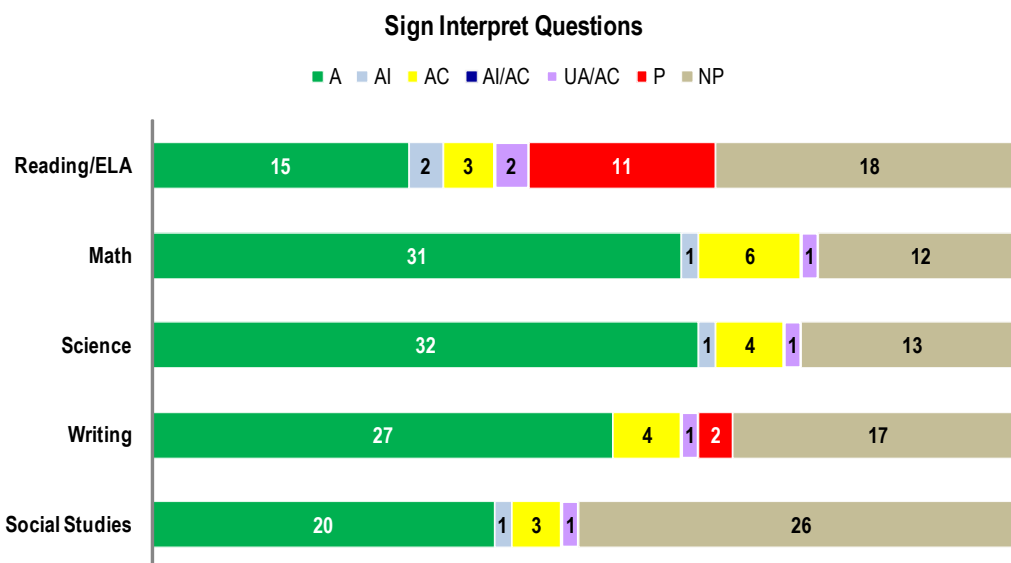
Among content areas for state policies on the Sign Interpret Directions accommodation there was little variability (see Figure 14). Fewer states (25) allowed this accommodation in Social Studies, compared to a range of 42-46 states in other content areas. No states allowed this accommodation in certain circumstances in Social Studies, whereas 1-2 states had this policy in all other content areas. No states allowed this accommodation in certain circumstances with implications for scoring for any content area. However, 1 state prohibited this accommodation in each content area.

**Figure 14. State Participation Policies for the Sign Interpret Directions Accommodation by Content Area**



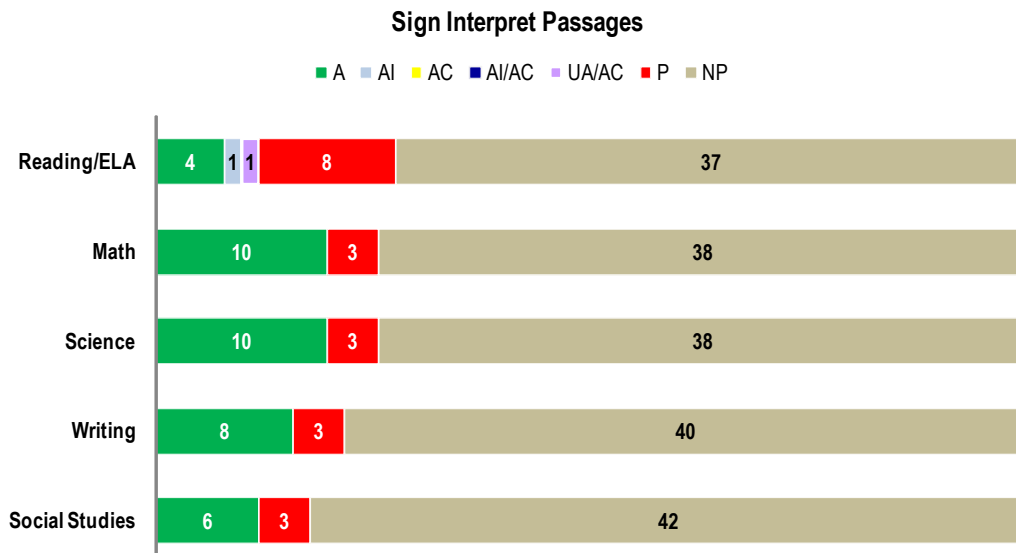
The Sign Interpret Questions accommodation showed some variance among content areas (see Figure 15). Most of this variability was between Reading/English Language Arts and other content areas. Fifteen states allowed this accommodation in Reading/English Language Arts and 20 in Social Studies. Twenty-seven states allowed this accommodation in Writing, 31 in Math, and 32 in Science. Two states allowed this accommodation with implications for scoring in Reading/English Language Arts, and 1 state had this policy for each of the other content areas except Writing, for which no states had this policy. Three states allowed this accommodation in certain circumstances in Reading/English Language Arts and Social Studies, compared to 4 states in Science and Writing, and 6 states in Math. No states allowed this accommodation in certain circumstances with implications for any content area. Two states allowed this accommodation in certain circumstances with unique aggregation in Reading/English Language Arts, while 1 state had this policy in each of the other content areas. This accommodation is prohibited in 11 states in Reading/English Language Arts, 2 states in Writing, and no states in any other content area.

**Figure 15. State Participation Policies for the Sign Interpret Questions Accommodation by Content Area**



States' policies on the Sign Interpret Passages accommodation had some variability, mostly between Reading/English Language Arts and other content areas (see Figure 16). Only 4 states allowed this accommodation in Reading/English Language Arts compared to 6 in Social Studies, 8 in Writing, and 10 in Math and Science. Of particular note, 1 state allowed this accommodation with implications for scoring in Reading/English Language Arts while no states had this policy for any other content area. Only 1 state allowed this accommodation in certain circumstances with unique aggregation in Reading/English Language Arts. Eight states prohibited this accommodation in Reading/English Language Arts, compared to 3 states that prohibited this policy for each of the other content areas.

**Figure 16. State Participation Policies for the Sign Interpret Passages Accommodation by Content Area**



Additional details about Presentation Accommodations are provided in Tables B.18A, B.18B, B.18C, and B.19 in Appendix B.

### Changes Since 2007

As in 2007, the most frequently allowed presentation accommodations were Large Print, Braille, Sign Interpret Directions, and Read Aloud Directions. One change from 2007 was that more presentation accommodations were mentioned in state policies as prohibited. In 2007, only Prompt/Encourage Student and Simplify Directions were mentioned as prohibited in the policy of one state each. In 2009, accommodations were mentioned 22 times as prohibited: Read Aloud Passages (9 states), Sign Interpret Directions (1 state), Sign Interpret Passages (3 states), Native Language Translation of Directions (2 states), Native Language Translation of Questions (4 states), Native Language Translation of Passages (2 states), and Simplify/Paraphrase Directions (1 state).

### Equipment and Materials Accommodations

Equipment and Materials accommodations are changes in the conditions of the assessment setting that involve the introduction of certain types of tools and assistive devices. Table 2 provides a summary of the equipment and materials accommodations documented in the regular states' policies. Many equipment and materials accommodations are related to the presentation of the test, but some are related to response, such as using a calculator or abacus.

The most frequently allowed equipment/materials accommodations were: Magnification Equipment, Amplification Equipment, Templates, and Light/Acoustics. Forty-eight states' policies indicated that the use of magnification equipment and amplification equipment was allowed without restrictions, with 1 additional state allowing magnification equipment with implications

for scoring. Templates were allowed in 39 states, while the light/acoustics accommodation was allowed in 34 states without restrictions, and in certain circumstances in 1 state.

The Math Tables/Numberline, Abacus, Dictionary/Glossary, Calculator accommodation and Manipulatives were among the most controversial accommodations. Each of these accommodations is discussed in more detail, according to how the policies varied by content area, below. Table 2 shows the policies for these accommodations related to the math content area.

**Table 2. Number of States that Allow or Prohibit Selected Equipment/Material Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AI/AC	AC/UA	P
Magnification Equipment	48	0	1	0	0	0
Amplification Equipment	48	0	0	0	0	0
Light/Acoustics	34	1	0	0	0	0
Calculator	10	23	3	6	1	4
Templates	39	0	0	0	0	0
Audio/Video Equipment	17	4	0	2	0	0
Noise Buffer	33	1	0	0	0	0
Adaptive/Special Furniture	33	1	0	0	0	0
Abacus	17	13	0	3	0	1
Manipulatives	10	10	2	3	1	2
Adapted Writing Tools	22	2	0	0	0	0
Slant Board/Wedge	8	2	0	0	0	0
Secure Paper to Work Area	10	2	0	0	0	0
Visual Organizers	16	1	0	0	0	0
Color Overlay	24	0	0	0	0	0
Assistive Technology	16	10	1	2	0	0
Special Paper	21	2	0	0	0	0
Math Tables/Numberline	9	7	4	2	0	3
Dictionary/Glossary	17	14	1	3	0	1
Thesaurus	1	4	0	1	0	1
Keyboard	10	1	0	0	0	0
Graphic Organizers	8	6	0	0	0	1

<sup>a</sup> In addition to the equipment and material accommodations listed in this table, 26 states had “Other” equipment and materials accommodations. See Table B.21 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AI/AC = Allowed with Implications for Scoring and in Certain Circumstances; UA = Unique Aggregated; P = Prohibited

Note: These totals include fifty states and the District of Columbia.



**Table 2. Number of States that Allow or Prohibit Selected Equipment/Material Accommodations<sup>a</sup> (continued)**

*Definitions:*

**Magnification Equipment** = equipment that enlarges the print size of the test.

**Amplification Equipment** = equipment that increases the level of sound during the test (e.g. hearing aids).

**Light/Acoustics** = changes to the amount or placement of lighting or special attention to the acoustics of the test setting.

**Calculator** = standard calculator and special function calculator.

**Templates** = Templates used to mark location of focus on the test.

**Audio/Video Equipment** = audio or video equipment.

**Noise Buffer** = ear mufflers, white noise, and other equipment used to block external sounds.

**Adaptive or Special Furniture** = any furniture the student requires (e.g., for sitting upright).

**Abacus** = abacus or similar counting tools.

**Manipulatives** = learning materials that are operated with the hands (e.g., math cubes, counters).

**Adapted Writing Tools** = larger diameter pencil, pencil grip, or other writing tool that has been adapted for the student.

**Slant Board/Wedge** = slant board or wedge.

**Secure Paper to Work Area** = tape, magnets, or other device to secure paper to work area.

**Visual Organizers** = markers, masks, and other devices to mark location of focus on test.

**Color Overlay** = color overlay or shield.

**Assistive Technology** = assistive technology (e.g., head wand, Kurzweil software).

**Special Paper** = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

**Math Tables/Number Line** = math tables or number line, provided for, or created by, the student.

**Dictionary/Glossary** = dictionary or glossary in English, English/other language, or other language only.

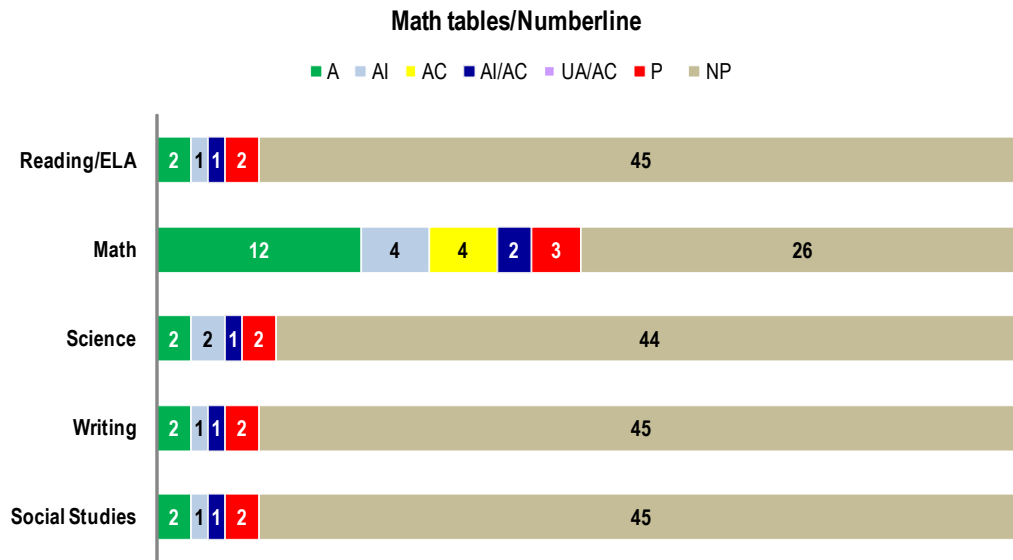
**Thesaurus** = thesaurus.

**Keyboard** = keyboard or adaptive keyboard.

**Graphic Organizers** = graphic organizers created before or during the testing situation.

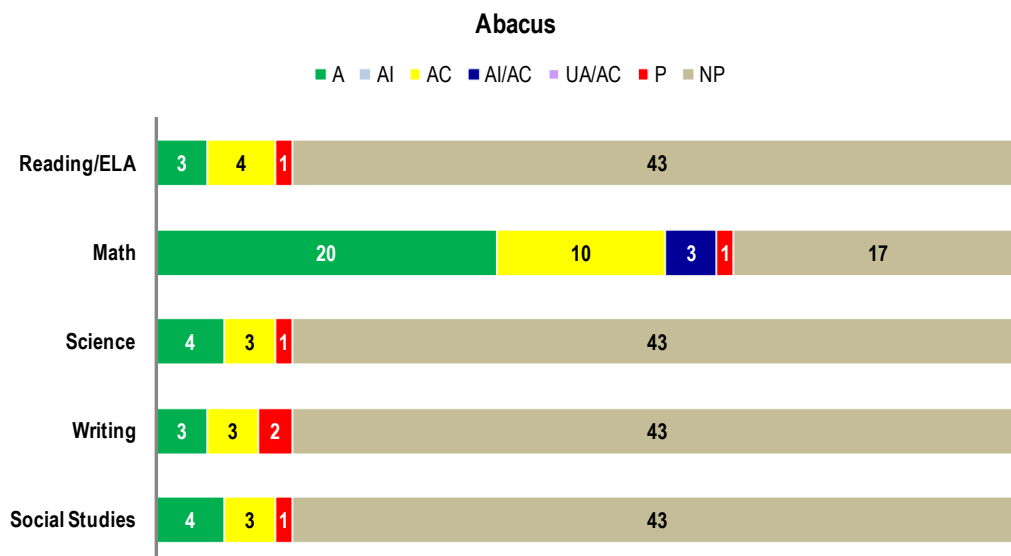
The Math Tables/Numberline accommodation had some variability between Math and other content areas (see Figure 17). There was almost no variability among content areas excluding Math, and few states allowed this accommodation in content areas other than Math. Specifically, this accommodation was allowed in Math for 12 states, compared to only 2 states in each of the other content areas. Four states allowed this accommodation in certain circumstances in the content area of Math. Likewise a few states allowed this accommodation with implications for scoring as well as allowed it in certain circumstances with implications for scoring in each content area. On the other hand, 3 states prohibited the use of Math Tables/Numberline in Math, and similarly, 2 states prohibited this accommodation in each of the other content areas.

**Figure 17. State Participation Policies for the Math Tables/Numberline Accommodation by Content Area**



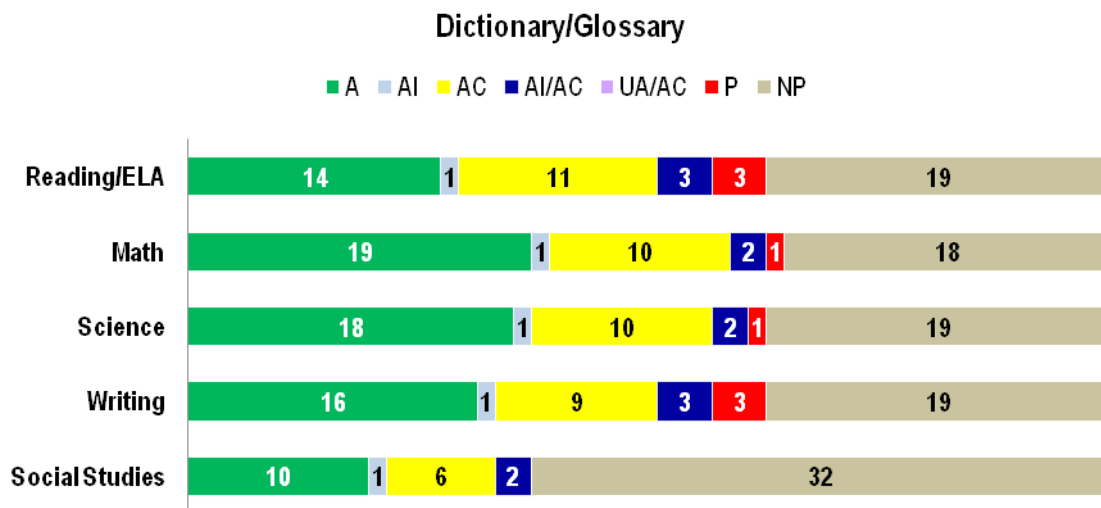
Math varied considerably from the other content areas for the Abacus accommodation (see Figure 18). This accommodation was allowed in 3-4 states for Reading/English Language Arts, Science, Writing, and Social Studies. Many more states (20) allowed this accommodation in Math. Likewise, 3-4 states allowed this accommodation in certain circumstances in content areas other than Math, while 10 states had this policy in Math. Three states allowed this accommodation in certain circumstances with implications for scoring in Math. Lastly, 1-2 states prohibited this accommodation in all content areas.

**Figure 18. State Participation Policies for the Abacus Accommodation by Content Area**



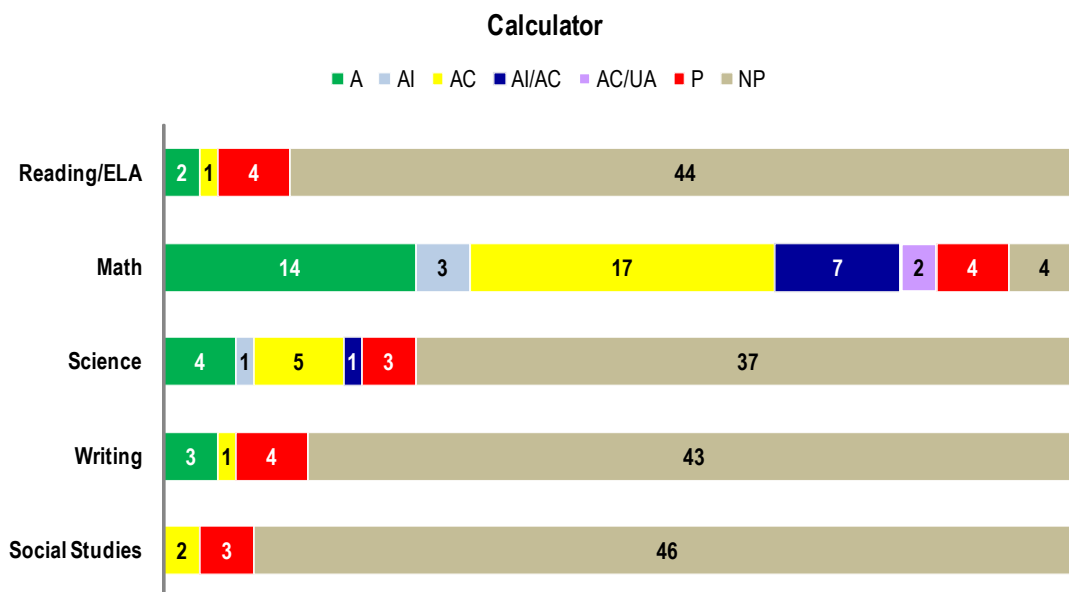
The Dictionary/Glossary accommodation displayed some variance, mostly for Social Studies and other content areas (see Figure 19). There was little variability among content areas other than Social Studies. A range of 14-19 states allowed this accommodation in content areas other than Social Studies, while only 10 states allowed it in Social Studies. Likewise, a range of 9-11 states allowed this accommodation in certain circumstances for content areas other than Social Studies, whereas only 6 states allowed this accommodation in certain circumstances in Social Studies. In all content areas, only 1 state allowed this accommodation with implications for scoring. A range of 2-3 states allowed this accommodation in certain circumstances with implications for scoring across all content areas. No states allowed this accommodation in certain circumstances with unique aggregation. Lastly, 3 states prohibited this accommodation in both Reading/English Language Arts and Writing, while 1 state had this policy in Math and Science.

**Figure 19. State Participation Policies for the Dictionary/Glossary Accommodation by Content Area**



There was a high amount of variability in state policies on the Calculator accommodation between content areas, particularly between Math and other content areas (see Figure 20). No states allowed this accommodation in Social Studies; 2-4 states allowed it in Reading/English Language Arts, Science, and Writing; and 14 states allowed it in Math. In addition, 3 states allowed the Calculator accommodation in Math with implications for scoring and 1 state had this policy for Science. This accommodation was allowed in certain circumstances for 1-2 states in Reading/English Language Arts, Writing, and Social Studies; 5 states in Science; and 17 states in Math. Seven states allowed this accommodation in certain circumstances with implications for scoring in Math, while 1 state had this policy in Science. Only 2 states allowed this accommodation with unique aggregation and in certain circumstances in Math. A similar amount of states (3-4) prohibited this accommodation across all content areas.

**Figure 20. State Participation Policies for the Calculator Accommodation by Content Area**

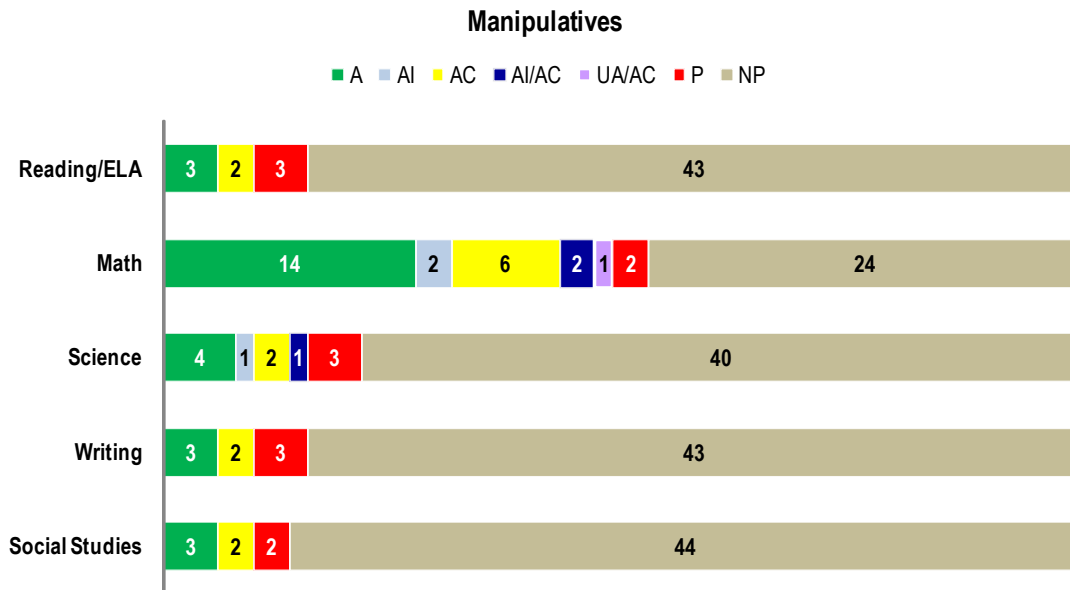


Similarly to the Calculator accommodation, the Manipulatives accommodation displayed a high degree of variance between Math and other content areas (see Figure 21). In content areas other than Math, a range of 3-4 states allowed this accommodation. On the other hand, this accommodation was allowed in Math for 14 states. Two states allowed this accommodation with implications for scoring in Math, and 1 state had this policy in Science. This accommodation was allowed in certain circumstances for 2 states in all content areas other than Math, while 6 states had this policy in Math. Two states allowed this accommodation in certain circumstances with implications for scoring in Math, while 1 state had this policy in Science. This accommodation was allowed with unique aggregation and in certain circumstances for 1 state in Math. Two states prohibited this accommodation in Math and Social Studies, and 3 states had this policy in Reading/English Language Arts, Science, and Writing.

26 states permitted the use of “Other” equipment and materials accommodations that are not listed in Tables 2, such as easels and slates, pointers, and correction fluid.

Additional details about Equipment/Material Accommodations are provided in Tables B.20A, B.20B, B.20C, and B.21 in Appendix B.

**Figure 21. State Participation Policies for the Manipulatives Accommodation by Content Area**



### Changes Since 2007

As in 2007, the most frequently allowed equipment/materials accommodations were Magnification Equipment, Amplification Equipment, Templates, and Light/Acoustics. One change in the policies from 2007 to 2009 was an increase in the number of policies prohibited in states. In 2007, a total of 3 accommodations were prohibited in the policies of at least 1 state (Template, Math Tables/Number Line, and Thesaurus). In 2009, a total of 7 different accommodations were listed as prohibited in the policies of at least 1 state. These included Calculator (prohibited in 4 states), Abacus (prohibited in 1 state), Manipulatives (prohibited in 2 states), Math Tables/Numberline (prohibited in 3 states), Dictionary/Glossary (prohibited in 1 state), Thesaurus (prohibited in 1 state), and Graphic Organizers (prohibited in 1 state).

### Response Accommodations

Response accommodations are changes in how a student responds to elements of the assessment process. Table 3 summarizes the response accommodations documented by the states.

The most frequently allowed response accommodations were: Braille, Write in Test Booklets, Proctor/Scribe, and Computer/Machine. The policies of 39 states allowed the use of a Braille without restrictions, 1 state allowed Braille in certain circumstances, and 1 state allowed it as a unique aggregated accommodation/allowed in certain circumstances.

There was no general consensus across states for whether many of the response accommodations should be permitted in all circumstances or only with restrictions. For example, as indicated in Table 3, 51 states permitted the use of a Proctor or Scribe; however, only 35 states allowed it

without restrictions. When Computers were mentioned as an allowed accommodation, it was often with special instructions regarding the availability of the spell checking function. Writing in Test Booklets was another commonly allowed accommodation; it was permitted without restrictions in 36 states, and allowed in certain circumstances in 5 states (one of these states also had implications for scoring). Other commonly mentioned response accommodations included Tape Recorders, Brailleurs, Pointing, and the use of a Communication Device. Twelve states allowed the use of Speech/Text Devices without restrictions, while 14 states allowed their use only in certain circumstances, and one state prohibited the use of the devices.

Response accommodations also showed variability based on content area. Controversial response accommodations by content area included Proctor, Computer or Machine, Spell Checker/Assistance, and Speech/Text Device.

**Table 3. Number of States that Allow or Prohibit Selected Response Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AI/AC	AC/UA	P
Proctor/Scribe	35	12	2	2	0	0
Computer or Machine	34	9	0	3	1	1
Write in Test Booklets	36	4	0	1	0	0
Tape Recorder	22	3	0	1	0	0
Communication Device	21	6	0	1	1	0
Spell Checker/Assistance	8	8	1	3	1	16
Braille	39	1	0	0	1	0
Sign Responses to Sign Language Interpreter	14	5	0	1	0	0
Pointing	23	1	0	1	1	0
Speech Device	12	14	0	0	0	1
Monitor Placement of Student Responses	8	0	0	0	0	0

<sup>a</sup> In addition to the response accommodations listed in this table, 30 states had “Other” response accommodations. See Table B.23 in Appendix B for details

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AI/AC = Allowed with Implications for Scoring and in Certain Circumstances; UA = Unique Aggregated; P = Prohibited

Note: The totals in this table includes 50 states and the District of Columbia.

*Definitions:*

**Proctor/Scribe** = student responds verbally and a proctor or scribe then translates this to an answer sheet; for writing extended responses, specific instructions about how spelling and punctuation may be included.

**Table 3. Number of States that Allow or Prohibit Selected Response Accommodations (continued)**

**Computer or Machine** = computer or other machine (e.g., typewriter).

**Write in Test Booklet** = responses may be written in the test booklet rather than on answer sheets.

**Tape Recorder** = student's verbal responses are tape recorded, generally for later description.

**Communication Device** = various devices for the student to use in giving responses (e.g., symbol boards).

**Spell Checker/Assistance** = spell checker as a separate device or within a word-processing program.

**Braille** = device or computer that generates responses in braille.

**Sign Responses to Sign Language Interpreter** = responses may be given by sign language to a sign language interpreter.

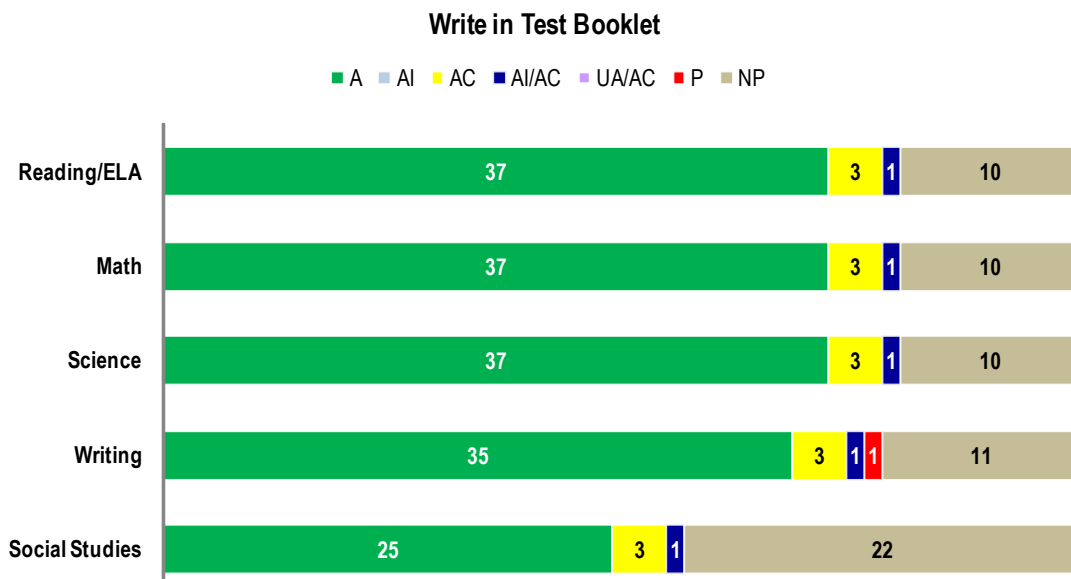
**Pointing** = student points to response and staff member translates this onto an answer sheet.

**Speech/Text Device** = student's verbal responses are transferred to text via speech/text device.

**Monitor Placement of Student Responses** = the test administrator or other assistant monitor's the placement of the student's responses on the answer sheet.

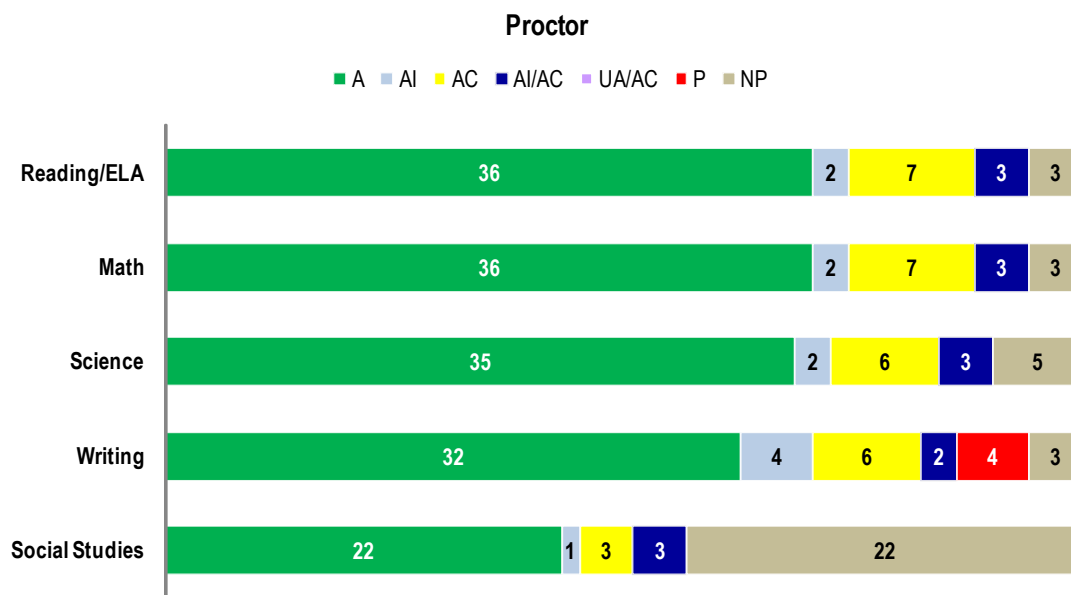
There was little variability in the Write in Test Booklet accommodation (see Figure 22). This accommodation was allowed in 25 states in social studies, and 35-37 states in each of the other content areas. Three states allowed this accommodation in certain circumstances for every content area, while 1 state allowed this accommodation in certain circumstances *with* implications for scoring in each content area. Interestingly, 1 state prohibited the use of the write in test booklet accommodation in writing, while no other states prohibited this accommodation in any other content areas.

**Figure 22. State Participation Policies for the Write in Test Booklet Accommodation by Content Area**



In states' policies on the use of the Proctor accommodation, the most variation occurred between Social Studies and the other content areas (see Figure 23). There was little variability across content areas other than Social Studies. Fewer states (22) allowed this accommodation in Social Studies, whereas more states (32-36) allowed this accommodation in each of the other content areas. One state allowed this accommodation with implications for scoring in Social Studies, compared to 2 in Reading/English Language Arts, Math and Science, and 4 in Writing. Three states allowed this accommodation in certain circumstances in Social Studies compared to 6-7 states for the other content areas. Allowing this accommodation in certain circumstances with implications for scoring was similar across content areas with 2-3 states allowing this accommodation in each content area. Four states prohibited this accommodation in Writing.

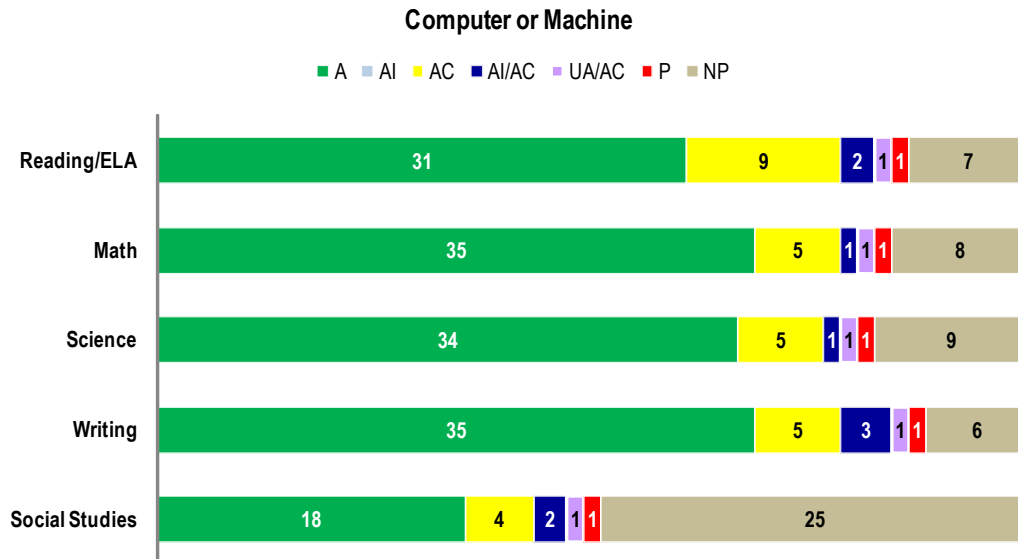
**Figure 23. State Participation Policies for the Proctor Accommodation by Content Area**



Some variability existed in the Computer or Machine accommodation (see Figure 24). This accommodation was allowed in Social Studies in only 18 states, while it was allowed for a range of 31-35 states for each of the other content areas. This accommodation was allowed under certain circumstances in Reading/English Language Arts for 9 states. Fewer states (4-5) allowed this accommodation under certain circumstances for the other content areas. This accommodation was allowed in certain circumstances and with implications for scoring in 1-3 states. This accommodation was allowed with unique aggregation and in certain circumstances for 1 state in each content area. Likewise, this accommodation was prohibited in 1 state in each content area.

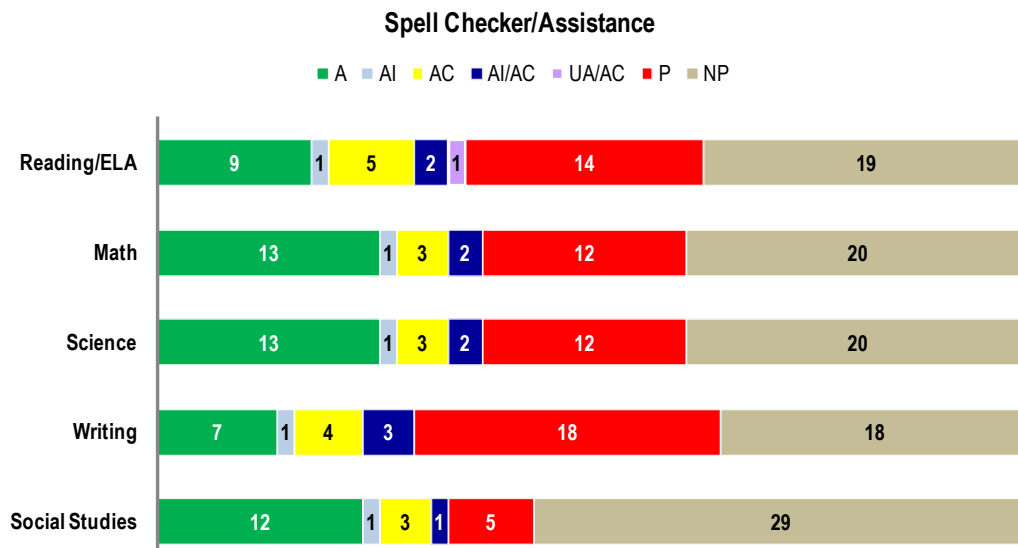


**Figure 24. State Participation Policies for the Computer or Machine Accommodation by Content Area**



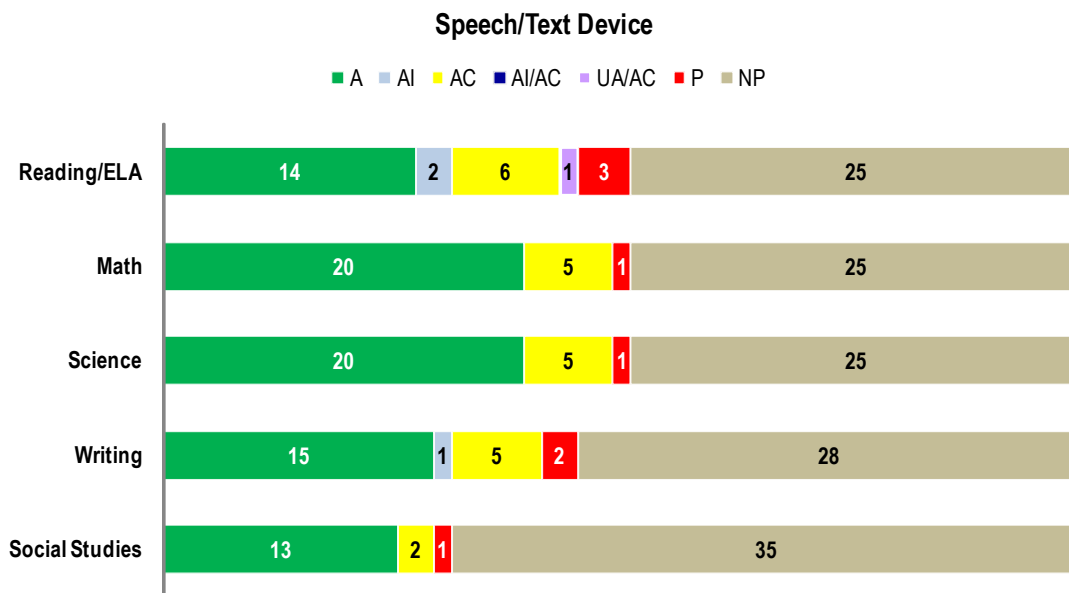
The Spell Checker/Assistance accommodation varied somewhat in how the policies differed across content areas (see Figure 25). A range of 7-13 states allowed this accommodation in each of the content areas. Consistently, 1 state in each content area allowed this accommodation with implications for scoring. A range of 3-5 states allowed the Spell Checker/Assistance accommodation across content areas. A range of 1-3 states allowed this accommodation with implications for scoring across content areas. One state allowed this accommodation in certain circumstances with unique aggregation in Reading/English Language Arts. A larger number of states (12-18) prohibited this accommodation in Reading/English Language Arts, Math, Science, and Writing. Only 5 states prohibited this accommodation in Social Studies.

**Figure 25. State Participation Policies for the Spell Checker/Assistance Accommodation by Content Area**



There was a small amount of variability across content areas in state policies on the Speech/Text Device accommodation (see Figure 26). Fewer states (13-15) allowed this accommodation in Reading/English Language Arts, Writing, and Social Studies, while more states (20) allowed this accommodation in Math and Science. One state allowed this accommodation with implications for scoring in Writing, while 2 states had this policy in Reading/English Language Arts. This accommodation was allowed in certain circumstances by 5-6 states in Reading/English Language Arts, Math, Science, and Writing. Only 2 states had this policy in Social Studies. One state allowed this accommodation with unique aggregation and in certain circumstances. This policy was prohibited in 1-3 states in each content area.

**Figure 26. State Participation Policies for the Speech/Text Device Accommodation by Content Area**



Thirty states included “Other” response accommodations in their policies. Some of the “Other” responses included: students can respond in languages other than English, which is translated into English by a scribe, the answer sheet is in large print or has large margins, or the student hand writes answers on a separate piece of paper.

For additional information on these accommodations as well as more detailed information on the response accommodations, see Tables B.22A, B.22B, and B.23 in Appendix B.

### Changes Since 2007

As in 2007, Braille, Write in Test Booklets, Proctor/Scribe, and Computer/Machine were the most frequently allowed response accommodations. In general, most response accommodations

stayed about the same in the number of states allowing their use. One accommodation, Sign Responses to Sign Language Interpreter decreased from being allowed without restrictions in 18 states in 2007 to being allowed without restrictions in 14 states in 2009. More response accommodations were prohibited in 2009 than in 2007. In 2007, 1 response accommodation (Spell Checker/Assistance) was prohibited by 1 state. In 2009, 3 response accommodations (Computer/Machine, Spell Checker/Assistance, and Speech Device) were prohibited. Computer/Machine and Speech Device were prohibited by 1 state, respectively. Spell Checker/Assistance was prohibited by 16 states.

### Scheduling/Timing Accommodations

Scheduling/Timing accommodations are changes in the timing or scheduling of an assessment; these accommodations are summarized in Table 4. The most frequently allowed accommodations in this category were Testing with Breaks, Extended Time, and Time Beneficial to Student. Forty-two states allowed Testing with Breaks with no restrictions, 1 state allowed this accommodation in certain circumstances, 1 state allowed it with implications for scoring, and 1 state's policy reflected it as a unique aggregated accommodation/allowed in certain circumstances. The Extended Time accommodation was allowed without restrictions in 38 states. This accommodation was allowed in certain circumstances in 4 states, allowed with implications for scoring in 2 states, and allowed as a unique aggregated accommodation in certain circumstances in 2 states. The Time Beneficial to Student accommodation was permitted without restrictions in 37 states, with another 2 states allowing this accommodation in certain circumstances. Two states prohibited Testing Over Multiple Days; no other scheduling and timing accommodations were prohibited by any state.

Eight states listed "Other" scheduling/timing accommodations that were not listed in Table 4. Among these "Other" accommodations were fewer achievement subtests in a given day (2 states), testing outside the official testing window (2 states) and allowing the student to terminate testing when he or she can no longer continue (2 states).

Additional information on these other accommodations as well as detailed information about the Scheduling/Timing accommodations can be found in Tables B.24 and B.25 in Appendix B.

**Table 4. Number of States that Allow or Prohibit Selected Scheduling/Timing Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AI/AC	AC/UA	P
Extended Time	38	4	2	0	2	0
With Breaks	42	1	1	0	1	0
Multiple Sessions	20	0	1	0	0	0
Time Beneficial to Student	37	2	0	0	0	0
Over Multiple Days	15	5	0	0	0	2
Flexible Scheduling	14	4	0	0	0	0

<sup>a</sup> In addition to the scheduling/timing accommodations listed in this table, 10 states had “Other” scheduling/timing accommodations. See Table B.25 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AI/AC = Allowed with Implications for Scoring and in Certain Circumstances; UA = Unique Aggregated; P = Prohibited

Note: Totals include 50 states and the District of Columbia.

*Definitions:*

**Extended Time** = student may take longer than the time typically allowed.

**With Breaks** = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

**Multiple Sessions** = assessments generally given in a single session can be broken into multiple sessions.

**Time Beneficial to Student** = administered at a time that is most advantageous to the student.

**Over Multiple Days** = administered over several days when the assessment is normally administered in one day.

**Flexible Scheduling** = the order of subtests may vary from the typical order of subtests.

### Changes Since 2007

As in 2007, the most frequently allowed Scheduling/Timing accommodations were: With Breaks, Time Beneficial to Students, and Extended Time. The number of states allowing the Extended Time accommodation increased from 34 states allowing the accommodations in 2007 to 38 states mentioning the accommodation as allowed in 2009. Time Beneficial to Students also increased, from 35 states allowing the accommodation in 2007, to 37 states allowing it in 2009. The accommodation Over Multiple Days changed somewhat. The number of states allowing this accommodation with no restrictions decreased from 19 in 2007 to 15 in 2009. However, the number of states that allowed the accommodation in certain circumstances increased from 3 in 2007 to 5 in 2009. Other Scheduling/Timing accommodations remained about the same from 2007 to 2009.

## Setting Accommodations

Setting accommodations are changes in the test location or environment. These accommodations include Individual or Small Group Administration, Administration in a Separate Room or Carrel, and the Proximity of the Student’s Seat to the Test Administrator. The results of our analysis for are displayed in Table 5.

The most frequently allowed setting accommodations were: Small Group, Individual, Carrel, and Seat Location/Proximity. Forty-eight states permitted testing of students in Small Group settings with no restrictions, and 47 states allowed the use of the Individual accommodation without restrictions. Testing in a Carrel was indicated as allowed in the policies of 37 states. Seat Location/Proximity was considered an allowable accommodation in 35 states. Testing in the Student’s Home was more controversial. This accommodation was allowed without restrictions in 18 states’ policies, and allowed in certain circumstances in the policies of 2 states. One state indicated that this accommodation could be used with implications for scoring and aggregation.

It is important to note that even though we documented that only 5 states allowed the testing of students in the Special Education Classroom, and 1 additional state allowed this setting accommodation in certain circumstances, the policies of many additional states implied this accommodation was permitted. It is likely that individualized or small group testing occurred in the special education classroom, but unless a policy explicitly stated that testing in the special education classroom was allowed as an accommodation, we did not mark it as allowed in this report.

Eight states listed “Other” setting accommodations in their policies, such as testing with the teacher or test administrator facing the student (2 states) and in the general education classroom with adjustments (2 states).

Additional information on these “Other” setting accommodations can be found in Table B.26 and B.27 in Appendix B.

**Table 5. Number of Regular States that Allow or Prohibit Selected Setting Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AI/AC	AC/UA	P
Individual	47	0	0	0	0	0
Small Group	48	0	0	0	0	0
Carrel	37	0	0	0	0	0
Separate Room	33	0	0	0	0	0
Seat Location/Proximity	35	0	0	0	0	0
Minimize Distractions	24	1	0	0	0	0
Student's Home	18	2	1	0	0	0
Special Ed. Classroom	5	1	0	0	0	0
Increase/Decrease Opportunity for Movement	9	1	0	0	0	0
Physical Support	2	0	0	0	0	0
Hospital	14	0	0	0	0	0
Non-School Setting	8	0	0	0	0	0

<sup>a</sup> In addition to the setting accommodations listed in this table, 7 states had "Other" setting accommodations. See Table B.27 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AI/AC = Allowed with Implications for Scoring and in Certain Circumstances; UA = Unique Aggregated; P = Prohibited

Note: These totals include 50 states and the District of Columbia.

*Definitions:*

**Individual** = individual assessed separately from other students.

**Small Group** = student assessed in small group separate from other students.

**Carrel** = student assessed while seated in a study carrel.

**Separate Room** = student assessed in a separate room.

**Seat Location/Proximity** = student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

**Minimize Distractions** = student is assessed in a quiet environment.

**Student's Home** = student assessed at home, usually when out of school for illness or other reasons.

**Special Education Classroom** = student is assessed in the special education classroom.

**Increase/Decrease Opportunity for Movement** = student is assessed in an environment that allows for increased or decreased opportunity for movement (e.g., the student may be allowed to walk around).

**Physical Support** = student is provided physical support during assessed.

**Hospital** = student is assessed in a hospital.

**Non-school Setting** = student is assessed in a non-school setting.

## **Changes Since 2007**

As in 2007, the most frequently allowed setting accommodations were: Individual, Small Group, and Carrel. Similar to 2007 most of the accommodations in the setting accommodations were not controversial; in addition, these accommodations changed only slightly from 2007, with some accommodations, such as Hospital decreasing slightly (down 1 from 2007). Others increased slightly, such as Minimize Distractions (up 3, from 21 in 2007 to 24 in 2009).

## **Discussion**

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State policies on participation and accommodations have continued to change. All states now have accommodations posted publicly online. These materials included a wide variety of documents, including policies and procedures, handouts for parents, and training materials.

The 2009 policies on participation and accommodation for students with disabilities may reflect changes that states have made as part of the ongoing peer review process for standards and assessments that began in 2004, and is required for states to receive Title I funds under ESEA (Christensen, Lail, & Thurlow, 2007; Thurlow, Christensen, & Lail, 2008). In this peer review process, policies for participation and accommodation were included, and many states had outstanding issues in these areas and have been working to address them.

Since 2007, state policies for participation and accommodations have continued to evolve. Specifically, states have refined their criteria for participation decisions and guidelines for the administration of accommodations. In addition, there have been overall increases and decreases in the use of particular accommodations.

### **Participation Policies**

Participation policies continue to evolve and change, although they have remained generally stable since 2007. Participation changes have appeared to be primarily fine-tuning of policies.

One important change in participation policies from 2007 was that the number of states allowing additional testing options decreased. For example, in 2007, 3 states allowed Selective Participation; in 2009, only 2 states had this participation option. Similarly, in 2007, 23 states had the Combination Participation option. In 2009, only 16 states had this option in their policies. Locally Selected Assessments decreased from 3 states having this option in 2007 to 1 state providing it in 2009. Testing with Modifications or Non-Standard Accommodations decreased by 1 state for 2009.

States have continued to clarify and specify when and how students with disabilities participate in statewide assessment. For example, most states in 2007 included instructional relevance and goals as criteria for making participation decisions. However, other variables decreased in the number of states mentioning them. For example, making decisions based on the Content, Purpose, or Nature of the assessment was indicated in fewer policies in 2009 than in 2007. Likewise, basing decisions on Student Needs and Characteristics decreased from 2007 levels.

Another noteworthy change was the number of states that mentioned guidelines for administration of accommodations involving a third party/access assistant. Although this increase was slight, the vast majority of states had some level of information for third party/access assistants to use when administering accommodations. This increase in the number of states with policies for each type of access assistant administration (i.e., Scribe, Reader, and Sign Language Interpreter) indicates that states understand the importance of providing instructions to scribes, readers, and sign language interpreters so that the test is administered appropriately, and provides a valid score for the student.

### Accommodations Policies

Historically, accommodations have sometimes been seen as a way to enable some students with disabilities to participate in statewide assessments. There was often little consideration of when it was appropriate to use a given accommodation (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005; Lazarus, Thurlow, Lail, Eisenbraun, & Kato, 2006). That approach has been changing for some time now, and states continue to make progress in this direction. In 2007, we saw some states directing more attention to the validity of accommodation use through the category of the Unique Aggregated Accommodation. In these states, policymakers recognized that some accommodations are valid for a small group of students who may need them (e.g., a student who is unable to decode text), but that these accommodations may have been overused in the past. By allowing them as what we have called a Unique Aggregated Accommodation, students who need these accommodations are able to use them and thus receive a valid score for the assessment.

States have continued to explore whether it is appropriate for students who meet certain eligibility criteria to receive a specified bundle of accommodations. This may be the case for the read aloud accommodation, in which state policies indicated that the accommodations must be given in an individual or small group setting. However, other states have developed more integrated policies. For example, Texas bundled three accommodations (orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all questions and answer choices to students, and extending the testing time over a 2-day period) for Grade 3, Grade 4, and Grade 5 students with dyslexia.



The Read Aloud Questions accommodation has remained controversial, and there is little consensus among states as to when and how this accommodation should be used. In this analysis, however, we were able to examine the Read Aloud Questions accommodation policies according to content area, and by breaking down the policies by content area, we were able to see that although states were not in agreement about using this accommodation for Reading/English Language Arts, there was some consensus about using the accommodation for other content area assessments.

Technology-related accommodations continued to be used, and many of them were controversial. More states allowed certain technology-based accommodations as an alternative to (or in addition to) accommodations that serve a similar purpose but require the use of a third party to administer. This was only the second report to track Assistive Technology. In 2007, 11 states allowed the use of Assistive Technology without restriction; an additional 11 states allowed its use in certain circumstances, with implications for scoring, or as a unique accommodation. These numbers have increased in 2009, with 16 states allowing Assistive Technology as an accommodation without restriction, and 10 states allowing the accommodation in certain circumstances. One additional state allowed Assistive Technology with scoring implications, and 2 states allowed this accommodation in certain circumstances and with scoring implications. This overall increase in the mention of Assistive Technology in state accommodation policies was a recognition of the growing importance of technology in assessment. As more states move to computer testing environments, these accommodations will be important to consider.

The overall number of prohibited accommodations continues to be on the rise in state policies. In our last analysis (Christensen et al., 2007) we found that the number of prohibited accommodations had more than doubled since 2005. In the 2009 policies, we again found a significant number of prohibited accommodations, particularly accommodations that were mentioned as prohibited for one content area but not another. Using clear language about the expectation for how an accommodation should or should not be used, such as mentioning that an accommodation is prohibited for a certain assessment, can be helpful for decision-making teams.

## Conclusion

Accommodations continue to play an important role in helping students with disabilities access statewide assessments in order to show what they know and are able to do. State policies on accommodations continue to evolve and change, to reflect the most current thinking and research on accommodations. For example, more attention is currently being given to ensuring that accommodations use not only gives the student access to the assessment but also results in a valid score for that student. States are able to reflect not only federal regulations, but also current thinking on accommodations, as they continue to hone and improve their policies.

As many states move toward Common Core standards and assessments aligned to those standards, it will be vital to revisit accommodations policies for students with disabilities. Through that work, accommodations policies will likely change again, as states continue to strive toward ensuring that students with disabilities are able to show what they know and can do on statewide assessments.



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## **Appendix A**

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State Documents Used in Analysis of Participation and Accommodation Policies

Alabama	Alabama State Department of Education - Alabama Student Assessment Program Policies and Procedures for Students of Special Populations <a href="ftp://ftp.alsde.edu/documents/91/PoliciesAnd%20Procedures_SpecialPopulations_Revise0307.PDF">ftp://ftp.alsde.edu/documents/91/PoliciesAnd%20Procedures_SpecialPopulations_Revise0307.PDF</a>
Alaska	CCSSO; Alaska Department of Education and Early Development - CCSSO Accommodations Manual - Adapted for Alaska <a href="http://www.eed.state.ak.us/tis/assessment/accommodations/accommodationsmanual_july2008.pdf">http://www.eed.state.ak.us/tis/assessment/accommodations/accommodationsmanual_july2008.pdf</a>
Arizona	Arizona Department of Education - Testing Accommodations: Guidelines for 2008-2009 <a href="http://www.ade.state.az.us/standards/AIMS/Administering?TestingAccommodations2008-09.pdf">http://www.ade.state.az.us/standards/AIMS/Administering?TestingAccommodations2008-09.pdf</a> Arizona Department of Education - Eligibility Determination Form Alternate Assessments <a href="http://www.ade.state.az.us/ess/SpecialProjects/aims-ai/EligibilityDeterminationForm.pdf">http://www.ade.state.az.us/ess/SpecialProjects/aims-ai/EligibilityDeterminationForm.pdf</a>
Arkansas	Arkansas Department of Education - Modifications used in the Classroom and Accommodations used on State Assessments <a href="http://arkansased.org/testing/pdf/assessment_accommodations.pdf">http://arkansased.org/testing/pdf/assessment_accommodations.pdf</a> Arkansas Department of Education - 2008-2009 Arkansas Alternate Portfolio Assessment Participant Validation Form Students with Disabilities: Grades 3-8 and 11 <a href="http://arkansased.org/testing/pdf/alt_gr3-8_11_valid08-09.pdf">http://arkansased.org/testing/pdf/alt_gr3-8_11_valid08-09.pdf</a>
California	California Department of Education - Testing Variations, Accommodations, and Modifications <a href="http://www.cde.ca.gov/ita/tg/isa/">http://www.cde.ca.gov/ita/tg/isa/</a> California Department of Education - Appendix A- Eligibility to Participate in STAR by Taking the CAPA <a href="http://www.cde.ca.gov/ita/tg/sr/capa.asp">http://www.cde.ca.gov/ita/tg/sr/capa.asp</a> California Department of Education - CAPA Core Adaptations <a href="http://www.cde.ca.gov/ita/tg/sr/coreadaptations.asp">http://www.cde.ca.gov/ita/tg/sr/coreadaptations.asp</a> California Department of Education - California Modified Assessment Participation Criteria <a href="http://www.cde.ca.gov/ita/tg/sr/participcriteria.asp">http://www.cde.ca.gov/ita/tg/sr/participcriteria.asp</a> California Department of Education - Understanding 2009 STAR Program Tests <a href="http://www.cde.ca.gov/ita/tg/sr/documents/stardisich09.pdf">http://www.cde.ca.gov/ita/tg/sr/documents/stardisich09.pdf</a>
Colorado	Colorado Department of Education - Colorado Accommodations Manual <a href="http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2009/2008-2009_CO_Accomm_Man.pdf">http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2009/2008-2009_CO_Accomm_Man.pdf</a> Colorado Department of Education - Student Assessment System: Procedures Manual for CSAP, CSAPA, CELApro <a href="http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2009/2008-2009_Procedures_Manual.pdf">http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2009/2008-2009_Procedures_Manual.pdf</a>
Connecticut	Connecticut State Department of Education, Bureau of Student Assessment and Bureau of Special Education - Assessment Guidelines for Administering the Connecticut Mastery Test, Connecticut Academic Performance Test and CMT/CAPT Skills Checklist <a href="http://www.csde.state.ct.us/public/cedar/assessment/agl_12_edition-final-11-19-07.pdf">http://www.csde.state.ct.us/public/cedar/assessment/agl_12_edition-final-11-19-07.pdf</a>
Delaware	Delaware Department of Education - Guidelines for Inclusion of Students with Disabilities and English Language Learners <a href="http://www.doe.k12.de.us/aab/files/2008-2009%20GF1%20v5.pdf">http://www.doe.k12.de.us/aab/files/2008-2009%20GF1%20v5.pdf</a> Delaware Department of Education - Delaware Accommodations Fact Sheets <a href="http://www.doe.k12.de.us/aab/files/Fact%20sheets%20%20accommodations.pdf">http://www.doe.k12.de.us/aab/files/Fact%20sheets%20%20accommodations.pdf</a>

District of Columbia	<p>Department of Education - Chapter Three Participation Guidelines  <a href="http://www.indi.uky.edu/ilssa/dc-cas-alt/administrationGuide/20082009TeacherManual/chapter3.pdf">http://www.indi.uky.edu/ilssa/dc-cas-alt/administrationGuide/20082009TeacherManual/chapter3.pdf</a></p> <p>Department of Education - Appendix: A Participation Guidelines and Learner Characteristic Inventory  <a href="http://www.indi.uky.edu/ilssa/dc-cas-alt/administrationGuide/20082009TeacherManual/appendixA.pdf">http://www.indi.uky.edu/ilssa/dc-cas-alt/administrationGuide/20082009TeacherManual/appendixA.pdf</a></p> <p>Department of Education - Approved Accommodations  <a href="http://www.ctb.com/ncmedia/6784/approved-accommodations_for_students_with_disabilities_08.pdf">http://www.ctb.com/ncmedia/6784/approved-accommodations_for_students_with_disabilities_08.pdf</a></p>
Florida	<p>Florida Department of Education - Test Accommodations for Students with Disabilities 2003 FCAT  <a href="http://www.fdoe.org/ese/pdf/fcatasd-chart1.pdf">www.fdoe.org/ese/pdf/fcatasd-chart1.pdf</a></p> <p>Florida Department of Education - Planning FCAT Accommodations for Students with Disabilities  <a href="http://www.fdoe.org/ese/fcat/fcat-tea.pdf">www.fdoe.org/ese/fcat/fcat-tea.pdf</a></p> <p>Florida Department of Education - Descriptions of FCAT Accommodations,  <a href="http://www.fdoe.org/ese/pdf/descfcat.pdf">http://www.fdoe.org/ese/pdf/descfcat.pdf</a></p> <p>Florida Department of Education - Florida Alternate Assessment Participation Checklist  <a href="http://www.fdoe.org/asp/altassessment.asp">http://www.fdoe.org/asp/altassessment.asp</a></p>
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Oklahoma	Oklahoma Department of Education - Assessment <a href="http://www.sde.state.ok.us/curriculum/speced/assessment.html">http://www.sde.state.ok.us/curriculum/speced/assessment.html</a> Oklahoma Department of Education - General Guidance <a href="http://www.sde.state.ok.us/acctassess/pdf/forms/eo1_test_prep.pdf">http://www.sde.state.ok.us/acctassess/pdf/forms/eo1_test_prep.pdf</a> Oklahoma Department of Education - Test Preparation Manual <a href="http://www.sde.state.ok.us/acctassess/pdf/forms/omaap_test_prep.pdf">http://www.sde.state.ok.us/acctassess/pdf/forms/omaap_test_prep.pdf</a> Oklahoma Department of Education - Criteria Checklist for Assessing Students with Disabilities on State Assessments <a href="http://www.sde.state.ok.us/acctassess/pdf/forms/omaap/criteria_check.pdf">http://www.sde.state.ok.us/acctassess/pdf/forms/omaap/criteria_check.pdf</a> Oklahoma Department of Education - Oklahoma Test Preparation Manual <a href="http://www.sde.state.ok.us/acctassess/pdf/forms/drc_test_prep_manual.pdf">http://www.sde.state.ok.us/acctassess/pdf/forms/drc_test_prep_manual.pdf</a>
Oregon	Oregon Department of Education - 2007-2008 Accommodations Table - Knowledge and Skills Test Administration <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables/ks-accountable_0708_may-2.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables/ks-accountable_0708_may-2.pdf</a> Oregon Department of Education - 2007-2008 Accommodations Tables - Writing Test Administration <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables/wr-accountable_0708_feb-4.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables/wr-accountable_0708_feb-4.pdf</a> Oregon Department of Education - 2007-2008 Modifications Table <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksmodtable0708.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksmodtable0708.pdf</a> Oregon Department of Education - Decision Process for Adaptations to become Accommodations <a href="http://www.ode.state.or.us/opportunities/grants/sig/statewide-assessment/accommodations.pdf">http://www.ode.state.or.us/opportunities/grants/sig/statewide-assessment/accommodations.pdf</a>

Pennsylvania	<p>Pennsylvania Department of Education - 2007 Accommodations Guidelines  <a href="http://www.pde.state.pa.us/a_and_t/lib/a_and_t/accommodationsforallstudents2007.pdf">http://www.pde.state.pa.us/a_and_t/lib/a_and_t/accommodationsforallstudents2007.pdf</a>  Pennsylvania Department of Education - The 2008-2009 Pennsylvania System of School Assessment Handbook for Assessment Coordinators  <a href="http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2009-Handbook-for-assess-coor-and-Admin.pdf">http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2009-Handbook-for-assess-coor-and-Admin.pdf</a>  Pennsylvania Department of Education - 2008 Accommodations Guidelines  <a href="http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2008AccommodationsGuidelines.pdf">http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2008AccommodationsGuidelines.pdf</a></p>
Rhode Island	<p>New England Common Assessment Program - New England Common Assessment Program: Accommodations, Guidelines, and Procedures  <a href="http://www.ride.ri.gov/assessment/DOCS/NECAP/AccommodationsTrainingGuide.pdf">http://www.ride.ri.gov/assessment/DOCS/NECAP/AccommodationsTrainingGuide.pdf</a>  New England Common Assessment Program - New England Common Assessment Program: Principal/Test Coordinator Manual  <a href="http://www.ride.ri.gov/assessment/DOCS/NECAP/Test_admin/2008_TESTAdminManuals/2008-09_TestCoordinatorManual.pdf">http://www.ride.ri.gov/assessment/DOCS/NECAP/Test_admin/2008_TESTAdminManuals/2008-09_TestCoordinatorManual.pdf</a>  Rhode Island Department of Education - 2008-09 RIAA Administration Manual - Chapter Seven: Eligibility and Registration  <a href="http://www.ride.ri.gov/assessment/DOCS/Alternate/FAQ_2008.pdf">http://www.ride.ri.gov/assessment/DOCS/Alternate/FAQ_2008.pdf</a>  Rhode Island Department of Education - Memo subject: Participation Criteria for the RI Alternate Assessment  <a href="http://www.ride.ri.gov/assessment/DOCS/Alternate/3.09_lettercriteria_RIAA_Participation.pdf">http://www.ride.ri.gov/assessment/DOCS/Alternate/3.09_lettercriteria_RIAA_Participation.pdf</a></p>
South Carolina	<p>South Carolina Department of Education - Testing Students with Disabilities FAQ  <a href="http://ed.sc.gov/agency/accountability/assessment/old/assessment/programs/AMC/documents/IEPteam_FAQ_0307.pdf">http://ed.sc.gov/agency/accountability/assessment/old/assessment/programs/AMC/documents/IEPteam_FAQ_0307.pdf</a>  South Carolina Department of Education - Customized Materials for PACT, HSAP, and EOCEP  <a href="http://ed.sc.gov/agency/accountability/assessment/old/assessment/programs/AMC/documents/customizedmat_final.pdf">http://ed.sc.gov/agency/accountability/assessment/old/assessment/programs/AMC/documents/customizedmat_final.pdf</a>  South Carolina Department of Education - Appendix C Testing Students with Documented Disabilities - End of Course Examinations  <a href="http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/TAM.pdf">http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/TAM.pdf</a>  South Carolina Department of Education - Appendix C Testing Students with Documented Disabilities - High School Assessment Program  <a href="http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/TAMFall08.pdf">http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/TAMFall08.pdf</a>  South Carolina Department of Education - Appendix C Testing Students with Documented Disabilities - Palmetto Achievement Challenge Tests  <a href="http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/2008TAM.pdf">http://ed.sc.gov/agency/accountability/assessment/old/assessment/publications/documents/2008TAM.pdf</a></p>
South Dakota	<p>South Dakota Department of Education - South Dakota Test of Educational Progress - 2009 Test Coordinator Handbook  <a href="http://doe.sd.gov/octa/assessment/dakSTEP/documents/SD09_TCH_Cr05.pdf">http://doe.sd.gov/octa/assessment/dakSTEP/documents/SD09_TCH_Cr05.pdf</a>  South Dakota Department of Education - South Dakota Test of Educational Progress - 2009 Test Coordinator Handbook  <a href="http://doe.sd.gov/octa/assessment/dakSTEP/documents/SD09_TCH_Cr05.pdf">http://doe.sd.gov/octa/assessment/dakSTEP/documents/SD09_TCH_Cr05.pdf</a>  South Dakota Department of Education - DACS Testing Instructions Manual  <a href="http://doe.sd.gov/octa/assessment/dacs/manual.asp">http://doe.sd.gov/octa/assessment/dacs/manual.asp</a></p>
Tennessee	<p>Tennessee Department of Education - 2008-2009 TCAP Accommodations for Students with Disabilities  <a href="http://tennessee.gov/education/speced/doc/930008accominstr.pdf">http://tennessee.gov/education/speced/doc/930008accominstr.pdf</a>  State of Tennessee Department of Education - TCAP-ALT PA Teacher's Manual 2008-2009  <a href="http://tennessee.gov/education/speced/doc.80608TCAPTeachManualFin.pdf">http://tennessee.gov/education/speced/doc.80608TCAPTeachManualFin.pdf</a>  TN Department of Education - 2008-2009 TCAP-Alt Participation Guidelines</p>

Texas	<p>Texas Education Agency - Texas Assessment of Knowledge and Skills - Alternate  <a href="http://www.tea.state.tx.us/student.assessment/resources/faksalt/training/participation_requirements_july_2007.pdf">http://www.tea.state.tx.us/student.assessment/resources/faksalt/training/participation_requirements_july_2007.pdf</a>  Texas Education Agency - Texas Education Agency  <a href="http://www.tea.state.tx.us/student.assessment/resources/conferences/tac/2008/accommodations_for_all_students.pdf">http://www.tea.state.tx.us/student.assessment/resources/conferences/tac/2008/accommodations_for_all_students.pdf</a>  Texas Education Agency - Texas Student Assessment Program Accommodations Manual  <a href="http://www.tea.state.tx.us/student.assessment/admin/accommManual_2008_09.pdf">http://www.tea.state.tx.us/student.assessment/admin/accommManual_2008_09.pdf</a></p>
Utah	<p>Utah State Office of Education - Utah Performance Assessment System for Students  <a href="http://www.schools.utah.gov/assessment/documents/special_needs_accommodations_policy.pdf">http://www.schools.utah.gov/assessment/documents/special_needs_accommodations_policy.pdf</a></p>
Vermont	<p>New England Common Assessment Program - New England Common Assessment Program: Accommodations, Guidelines, and Procedures  <a href="http://www.maine.gov/education/lsalt/necap/accommodations_guide_0807.pdf">http://www.maine.gov/education/lsalt/necap/accommodations_guide_0807.pdf</a>  New England Common Assessment Program - New England Common Assessment Program: Accommodations, Guidelines, and Procedures  <a href="http://www.maine.gov/education/lsalt/necap/accommodations_guide_0807.pdf">http://www.maine.gov/education/lsalt/necap/accommodations_guide_0807.pdf</a></p>
Virginia	<p>Virginia Department of Education - Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments  <a href="http://www.doe.virginia.gov/VDOE/Assessment/Assess.pdf/readaloudguidelines.pdf">http://www.doe.virginia.gov/VDOE/Assessment/Assess.pdf/readaloudguidelines.pdf</a>  Virginia Department of Education - Procedures for Participation of Students with Disabilities in Virginia's Accountability System  <a href="http://www.doe.virginia.gov/VDOE/Assessment/Participation_guidelines_for_SWD.pdf">http://www.doe.virginia.gov/VDOE/Assessment/Participation_guidelines_for_SWD.pdf</a></p>
West Virginia	<p>West Virginia Department of Education - 2008-2009 West Virginia Guidelines for Participation in State Assessments  <a href="http://wvde.state.wv.us/oea/pdf/participation%20Guidelines%202009FINALCOPY_MG_May13_09.pdf">http://wvde.state.wv.us/oea/pdf/participation%20Guidelines%202009FINALCOPY_MG_May13_09.pdf</a>  West Virginia Department of Education - West Virginia Alternate Performance Task Assessment (APTA)  <a href="http://wvde.state.wv.us/oea/pdf/2009%20APTA%20Examiners%20Manual%202009%20rev%202003-16-09.pdf">http://wvde.state.wv.us/oea/pdf/2009%20APTA%20Examiners%20Manual%202009%20rev%202003-16-09.pdf</a></p>
Wisconsin	<p>WI Department of Public Instruction - The Assessment Accommodations Matrix  <a href="http://dpi.wi.gov/oea/pdf/accomm08.pdf">http://dpi.wi.gov/oea/pdf/accomm08.pdf</a>  WI Department of Public Instruction - WI Alternate Assessment For Students with Disabilities  <a href="http://dpi.wi.gov/oea/wau.gov">http://dpi.wi.gov/oea/wau.gov</a>  WI Department of Public Instruction - Including students with special needs in state assessments  <a href="http://dpi.wi.gov/oea/specneed.html">http://dpi.wi.gov/oea/specneed.html</a>  WI Department of Public Instruction - Frequently Asked Questions  <a href="http://dpi.wi.gov/oea/faqwaa.html">http://dpi.wi.gov/oea/faqwaa.html</a></p>
Wyoming	<p>Wyoming Department of Education - Wyoming Accommodations Manual for Instruction and Assessment  <a href="http://www.k12.wy.us/SAAPaws/paws_at/docs/accommodationsmanual.pdf">http://www.k12.wy.us/SAAPaws/paws_at/docs/accommodationsmanual.pdf</a>  Wyoming Department of Education - Guidelines for Participation in Wyoming's Alternate Assessment  <a href="http://www.k12.wy.us/SAAPaws_at/information/guidelines%20for%20participation%20in%20wyoming's%20alternate%20assessment.pdf">http://www.k12.wy.us/SAAPaws_at/information/guidelines%20for%20participation%20in%20wyoming's%20alternate%20assessment.pdf</a>  Wyoming Department of Education - 2009 PAWS Standard Accommodations  <a href="http://www.k12.wy.us/SAAPaws_info/docs/PAWs_accommodations.pdf">http://www.k12.wy.us/SAAPaws_info/docs/PAWs_accommodations.pdf</a></p>



## **Appendix B**

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### Participation and Accommodation Guidelines by State



**Table B.1: Additional Testing Options**

State	Selective Participation	Combination Participation	Out-of-Level Assessments	Locally Selected Assessments	Testing with Modifications or Non-standard Accommodations	Testing Using Unique Aggregated Accommodations
Alabama					Y	
Alaska					Y	
Arizona						
Arkansas						
California		Y			Y	
Colorado		Y			Y	
Connecticut						
Delaware	Y				Y	
District of Columbia					Y	
Florida		Y				
Georgia						Y
Hawaii						
Idaho		Y				
Illinois						
Indiana		Y				
Iowa		Y				
Kansas		Y			Y	
Kentucky					Y	
Louisiana						
Maine		Y				
Maryland					Y	
Massachusetts		Y				Y
Michigan		Y			Y	
Minnesota						
Mississippi		Y				
Missouri					Y	
Montana						Y
Nebraska			Y		Y	
Nevada					Y	
New Hampshire					Y	
New Jersey		Y				
New Mexico						

**Table B.1: Additional Testing Options (continued)**

<b>State</b>	<b>Selective Participation</b>	<b>Combination Participation</b>	<b>Out-of-Level Assessments</b>	<b>Locally Selected Assessments</b>	<b>Testing with Modifications or Non-standard Accommodations</b>	<b>Testing Using Unique Aggregated Accommodations</b>
New York						
North Carolina						
North Dakota		Y				
Ohio						
Oklahoma						
Oregon					Y	
Pennsylvania						
Rhode Island					Y	
South Carolina		Y			Y	
South Dakota			Y			
Tennessee			Y			
Texas					Y	
Utah					Y	
Vermont			Y	Y	Y	
Virginia	Y	Y			Y	
Washington		Y	Y			
West Virginia						
Wisconsin						
Wyoming						
<b>Total</b>	<b>2</b>	<b>16</b>	<b>5</b>	<b>1</b>	<b>21</b>	<b>3</b>

**Table B.2: Specifications of Additional Testing Options**

Alabama	<b>Testing with modifications or non-standard accommodations</b> - Some accommodations are listed as non-standard and result in only raw scores being reported.
Colorado	<b>Testing with modifications or non-standard accommodations</b> - Any requests that are determined to affect the integrity, validity, reliability, or comparability of the assessments results, or are identified as a modification will not be approved. If a request is not approved: the student may test without the accommodation but if it is used they will receive a “no score.” <b>Combination Participation</b> - Participation in both CSAP and CSAPA by content area is allowed.
Delaware	<b>Selective Participation</b> - ELL students with disabilities may receive exemptions for the reading and writing tests.
Florida	<b>Combination Participation</b> - Students may need certain accommodations on some subtests, but not on others; for example, a student may need extra time and testing in a small group situation to complete extended response questions, but can take a test with multiple-choice questions without accommodations.
Georgia	<b>Testing using unique aggregated accommodations</b> - Conditional and non-standard accommodations: more expansive accommodations that should be used sparingly but do not affect the reporting of scores.
Idaho	<b>Combination Participation</b> - If the IEP team determines that the student meets the criteria for participation in the alternate assessment and the student is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.
Indiana	<b>Combination Participation</b> - It may be determined by a case conference committee that a student would benefit from participation in both ISTEP+ and ISTAR (alternate assessment). In this case, ISTAR is considered a supplemental assessment to ISTEP+, not an alternate to ISTEP+.
Iowa	<b>Combination Participation</b> - Some students with that classification will take part in the general assessment (probably with accommodations) and some students with disabilities who have other level classifications may take part in the alternate assessment although this would be rare.
Massachusetts	<b>Testing using unique aggregated accommodations</b> - A non-standard accommodation is defined as an accommodation which changes the way an MCAS test is presented or the way a student responds to test questions which may alter a portion of what the test is intended to measure. Performance level results for students with disabilities—whether they take the standard tests with standard or nonstandard accommodations, or without accommodations, or participate through the MCAS-Alt, are aggregated in MCAS reports with the results for students who took the tests without accommodations. Scaled scores for tests taken with either standard or nonstandard accommodations are also aggregated in MCAS reports with scores of tests taken without accommodations.
Michigan	<b>Testing with modifications or non-standard accommodations</b> - Non-standard accommodations change the construct that the assessment is measuring rendering scores that are not valid; students who use nonstandard assessment accommodations will not count as being assessed for the calculation of the NCLB participation rates for both the school and district.

**Table B.2: Specifications of Additional Testing Options (continued)**

Montana	<b>Testing using unique aggregated accommodations</b> - Nonstandard accommodations. Use makes test invalid and is not included as a part of AYP.
Oregon	<b>Testing with modifications or non-standard accommodations</b> - Modifications. Any change away from a standard administration that is not listed in the Accommodations Tables is considered a modification. A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accommodations Panel and listed on the state's Accommodations Table A. . . . Assessments taken under any modified condition are counted as non-participants in all state accountability measures and reports.
South Dakota	<b>Out-of-Level Assessments</b> - This feature allows an instructor to enter a student at the grade level that he/she would like the student to start on either the Math or Reading test.
Vermont	<b>Out-of-Level Assessments</b> - The adapted assessment option is based on out-of-level administrations of the general statewide assessments. <b>Locally Selected Assessments</b> - The student's team may select modified assessments or prepare a portfolio of work samples that will be submitted to the Department's Alternate Assessment Program for review and scoring. A student's support team can also select two content areas from the Lifeskills Portfolio format to assess using the portfolio method. <b>Testing with modifications or non-standard accommodations</b> - IEP teams do have the authority to use unapproved accommodations on the assessment for a student; however, these tests will be considered non-comparable to the general assessment and scored as invalid in the school accountability index.
Virginia	<b>Testing with modifications or non-standard accommodations</b> - A student who has passed a Standard of learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning verified credit.
Washington	<b>Out-of-Level Assessments</b> - Students take the WASL, with or without accommodations, at a grade level that best matches their abilities.

**Table B.3: Circumstances in Which Students are Not Included in any Form of Statewide Assessment**

State	Exclusion Prohibited	Parent Exemption	Emotional Distress	Medical Condition/ Illness	Student Refusal	Disruptive Behavior	Absence	Other
Alabama	Y							
Alaska	Y							
Arizona	Y							
Arkansas								
California		Y		Y				
Colorado	Y							
Connecticut	Y			Y				
Delaware	Y						Y	Y
District of Columbia	Y							
Florida	Y							
Georgia	Y							
Hawaii		Y	Y	Y		Y		Y
Idaho	Y							
Illinois	Y							
Indiana	Y							Y
Iowa	Y							
Kansas	Y			Y			Y	Y
Kentucky			Y	Y				
Louisiana	Y							
Maine			Y	Y		Y		
Maryland			Y	Y				Y
Massachusetts	Y							Y
Michigan	Y							
Minnesota		Y						
Mississippi	Y			Y				
Missouri								Y
Montana								Y
Nebraska	Y							
Nevada	Y							

**Table B.3: Circumstances in Which Students are Not Included in any Form of Statewide Assessment (continued)**

State	Exclusion Prohibited	Parent Exemption	Emotional Distress	Medical Condition/ Illness	Student Refusal	Disruptive Behavior	Absence	Other
New Hampshire				Y				Y
New Jersey	Y							
New Mexico								
New York	Y							
North Carolina	Y							
North Dakota	Y							
Ohio	Y							
Oklahoma	Y			Y				
Oregon		Y						
Pennsylvania		Y						
Rhode Island	Y							
South Carolina				Y				Y
South Dakota	Y							
Tennessee				Y				
Texas								
Utah								Y
Vermont				Y				Y
Virginia	Y							
Washington	Y							
West Virginia				Y				
Wisconsin		Y		Y				
Wyoming				Y				
<b>Total</b>	<b>30</b>	<b>6</b>	<b>4</b>	<b>16</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>12</b>

**Table B.4: Specifications and Descriptions of “Other” Circumstances in Which Students Are Not Included in any Form of Statewide Assessment**

California	<p><b>Parent Exemption</b> – Understanding 2009 STAR Program Tests and California Code of Regulations (CCR), Section 852.</p> <p><b>Medical Condition/Illness</b> - CCR Section 850(n) defines a significant medical emergency that would preclude participation.</p>
Connecticut	<p><b>Medical Condition/Illness</b> - Students should be tested unless there are medical constraints or a medical emergency.</p>
Delaware	<p><b>Absence</b> – May be exempt due to excessive absenteeism.</p> <p><b>Other</b> - ELL students with disabilities may be exempt due to: lack of formal education, interrupted education, or transient student.</p>
Hawaii	<p><b>Parent Exemption</b> - A student who is exempted from participating in the Hawaii State Reading and Mathematics Assessments at the written request of the student’s parents counts for participation purposes. The principal must forward the parent’s written request to the Systems Accountability Office, Student Assessment Section, where it will be reviewed and approved or disapproved.</p> <p><b>Emotional Distress</b> - A student’s current physical, mental, and/or emotional needs do not prevent the student from taking the assessment at the most appropriate site during the testing window.</p> <p><b>Medical Condition/Illness</b> - A student who has a significant medical emergency must have a physician’s signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the Hawaii State Reading and Mathematics Assessments.</p> <p><b>Disruptive Behavior</b> - If a student becomes disruptive during a session, the student must be removed from the testing room immediately and the situation documented on the Irregularity Report Form. The student may not retake or make up that session.</p> <p><b>Other</b> - A student who is receiving services at an out-of-state residential program that is approved by the student’s Individualized Education Program (IEP) or Modification Plan (MP) team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow its secure test materials to be released to a site outside the state. A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance, will not be tested if the student withdraws from the Hawaii public school and public charter school system before the first day of the official testing window. A student who is dismissed, as opposed to suspended, from school will not be tested.</p>
Indiana	<p><b>Other</b> - Students in nonpublic schools that are not accredited, including home schooled students, may not participate in ISTEP+ testing in their nonpublic school.</p>
Kansas	<p><b>Medical Condition/Illness</b> - Catastrophic illness or accident has caused a student to be seriously disabled by accident or illness. Student does not need to be tested.</p> <p><b>Absence</b> – If a student is absent due to a medical condition/illness or suspension, the student does not need to be tested.</p> <p><b>Other</b> – Students in the following situations do not need to be tested: Long term suspension, dropped out of school, is home schooled, is 19 years or older, or is in jail or special center in an adult facility. ELL criteria for recent arrival to US allows student not to take certain assessments.</p>

**Table B.4: Specifications and Descriptions of “Other” Circumstances in Which Students Are Not Included in any Form of Statewide Assessment (continued)**

Kentucky	<b>Emotional Distress</b> – Exemption may be granted if participation in the state required assessment would jeopardize a student’s mental or emotional well being and a school or district has submitted a request.
Maine	<b>Emotional Distress</b> - Special Consideration may be available when a student’s long-term or emergency condition, physical or mental, prevents the student’s participation in the MEA even with accommodations or through PAAP (terminal illness, injuries, extraordinary medical treatment for either a physical or psychiatric condition). <b>Medical Condition/Illness</b> - Special Consideration may be available when a student’s long-term or emergency condition, physical or mental, prevents the student’s participation in the MEA even with accommodations or through PAAP (terminal illness, injuries, extraordinary medical treatment for either a physical or psychiatric condition). <b>Disruptive Behavior</b> - Special Consideration may be available when a student’s long-term or emergency condition, physical or mental, prevents the student’s participation in the MEA even with accommodations or through PAAP (terminal illness, injuries, extraordinary medical treatment for either a physical or psychiatric condition).
Maryland	<b>Emotional Distress</b> - The student has demonstrated by past performance that he/she cannot function in a testing situation (for example, the student exhibits intense or extreme anxiety behaviors during testing). <b>Medical Condition/Illness</b> - Students may be exempted from the MSA when they cannot take the assessment during the entire testing window, including the make-up dates, because of a significant medical emergency. <b>Other</b> - The student has had a recent traumatic experience, which has made him/her unable to cope with the testing situation.
Massachusetts	<b>Other</b> - Schools have the option of assessing LEP students who first enrolled in a U.S. school after March 1, 2008, in the English Language Arts test.
Minnesota	<b>Parent Exemption</b> - Parental refusal.
Mississippi	<b>Medical Condition/Illness</b> - Non-Participation Due to Significant Medical Emergency.
Missouri	<b>Other</b> - Students whose IEP teams have determined that MAP-A is the appropriate assessment, and English Language Learner students who have been in the United States 12 months or fewer at the time of administration of MAP assessments may be exempted from taking only the Communication Arts test. All other content areas must be assessed.
Montana	<b>Other</b> - For their first year in the US, LEP students are required to participate only in the mathematics and science tests, they are excluded from the reading assessment. Students not enrolled in an accredited Montana school, a private non-accredited school, or enrolled part-time taking a mathematics, reading, or science course may participate (but are not required to participate).
New Hampshire	<b>Other</b> - First year LEP students; Enrolled after test window opens, withdrew during test window, placed out-of-state by district and participate in receiving state’s assessment and accountability system; home schooled.



**Table B.4: Specifications and Descriptions of “Other” Circumstances in Which Students Are Not Included in any Form of Statewide Assessment (continued)**

Oklahoma	<b>Medical Condition/Illness</b> - In the event that an unforeseen medical emergency absolutely prevents the student from being available for testing during the state’s testing window, emergency exemption permission must be obtained from the Office of Accountability and Assessments.
Oregon	<b>Parent Exemption</b> - Oregon Administrative Rule 581-022-0612.
Pennsylvania	<b>Parent Exemption</b> - A student may be excused from the assessment if a parent believes the test conflicts with religious beliefs.
South Carolina	<b>Medical Condition/Illness</b> - Homebound students for whom the district has documentation indicating that the student is not physically and/or emotionally able to take the tests. <b>Other</b> - Expelled students (unless the student has an IEP).
Utah	<b>Emotional Distress</b> - Any student may be excused from participation in statewide assessments in the event of a medical emergency where a student is suffering extreme distress, such as a medical or psychological crisis. <b>Medical Condition/Illness</b> – See note above. <b>Other</b> - ELL students enrolled on or after April 15th of the current school year and who are new to the United States (first year of enrollment in any U.S. school) are exempt from all state tests.
Vermont	<b>Medical Condition/Illness</b> - Student must have a written statement from a medical doctor indicating the student cannot participate in the assessment for the entire test administration window. <b>Other</b> - Students who are experiencing a family emergency or student crisis, students who enroll in the school after the testing window, students who are expelled or suspended for the entire test administration window.
West Virginia	<b>Medical Condition/Illness</b> - Special participation rate exemptions for medically, physically, or mentally fragile students are based on a student’s physical or mental condition and may be available for students suffering from a terminal illness or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition.
Wisconsin	<b>Medical Condition/Illness</b> - Significant medical emergency.

**Table B.5: Participation Policy Variables That *Can* be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/Purpose/Nature of Assessment	Current Performance/Level of Functioning	Level of Independence	Student Needs and Characteristics	Other
Alabama	Y	Y					Y				
Alaska	Y		Y			Y				Y	
Arizona	Y	Y	Y					Y	Y		
Arkansas	Y	Y	Y	Y		Y		Y		Y	Y
California	Y		Y	Y		Y		Y		Y	
Colorado	Y		Y	Y			Y	Y		Y	
Connecticut	Y	Y	Y			Y		Y			Y
Delaware	Y	Y	Y	Y		Y		Y	Y		Y
District of Columbia	Y		Y			Y		Y	Y	Y	
Florida	Y		Y	Y				Y	Y		
Georgia	Y	Y	Y			Y	Y				
Hawaii	Y	Y	Y						Y		Y
Idaho	Y		Y					Y	Y		
Illinois	Y		Y						Y		
Indiana	Y	Y	Y					Y	Y	Y	Y
Iowa	Y		Y			Y		Y	Y	Y	
Kansas	Y		Y			Y		Y		Y	
Kentucky	Y	Y	Y	Y	Y			Y		Y	
Louisiana	Y		Y	Y				Y		Y	
Maine	Y	Y									
Maryland	Y		Y	Y		Y		Y	Y	Y	
Massachusetts	Y	Y	Y					Y	Y		
Michigan	Y		Y						Y		
Minnesota	Y									Y	
Mississippi	Y		Y			Y	Y			Y	
Missouri	Y	Y	Y	Y		Y					

**Table B.5: Participation Policy Variables That *Can* be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/Purpose/Nature of Assessment	Current Performance/Level of Functioning	Level of Independence	Student Needs and Characteristics	Other
Montana	Y									Y	
Nebraska	Y							Y	Y		
Nevada	Y										
New Hampshire	Y	Y	Y			Y		Y		Y	
New Jersey	Y	Y	Y					Y			
New Mexico	Y									Y	
New York	Y	Y						Y	Y	Y	
North Carolina	Y	Y	Y				Y	Y	Y	Y	
North Dakota	Y		Y					Y	Y		
Ohio	Y	Y	Y					Y		Y	
Oklahoma	Y		Y	Y		Y		Y	Y	Y	Y
Oregon	Y	Y	Y	Y				Y	Y	Y	Y
Pennsylvania	Y	Y	Y			Y					
Rhode Island	Y	Y	Y						Y	Y	
South Carolina	Y		Y	Y				Y	Y	Y	
South Dakota	Y		Y					Y	Y		
Tennessee	Y			Y	Y			Y	Y	Y	
Texas	Y	Y								Y	
Utah	Y							Y	Y		
Vermont	Y		Y	Y		Y	Y	Y			Y
Virginia	Y	Y	Y		Y		Y		Y		
Washington	Y									Y	
West Virginia	Y		Y	Y	Y			Y			
Wisconsin	Y		Y					Y		Y	

**Table B.5: Participation Policy Variables That *Can* be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/Purpose/Nature of Assessment	Current Performance/Level of Functioning	Level of Independence	Student Needs and Characteristics	Other
Wyoming	Y	Y	Y					Y		Y	
<b>Total</b>	<b>51</b>	<b>23</b>	<b>39</b>	<b>15</b>	<b>4</b>	<b>16</b>	<b>7</b>	<b>33</b>	<b>24</b>	<b>28</b>	<b>8</b>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That *Can* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

Alaska	<p><b>Instructional Relevance/Instruction Goals</b> - Objectives written for the student in the designated content area(s) are less complex than the grade level expectations, making the regular assessment, even with accommodations, inappropriate for this student.</p> <p><b>Degree of Adaptations Needed</b> - The modifications needed by the student to participate in the regular assessment would compromise validity of the test.</p> <p><b>Student Needs and Characteristics</b> - Cognitive ability and adaptive skill. The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills. The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum.</p>
Arizona	<p><b>Nature or Category of Disability</b> - Empirical evidence of a significant cognitive disability.</p> <p><b>Instructional Relevance/Instruction Goals</b> - The goals and objectives in the student’s IEP focus on enrolled grade-level Alternate Arizona Academic Standards, from eligibility determination form for alternate assessments.</p> <p><b>Current Performance/Level of Functioning</b> - Student has a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards.</p> <p><b>Level of Independence</b> - It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.</p>
Arkansas	<p><b>Instructional Relevance/Instruction Goals</b> - Student’s course of study is primarily functional and life-skills oriented.</p> <p><b>Past Performance</b> - Based on current and historical data.</p> <p><b>Other</b> - Decisions were made at the IEP meeting preceding the next school year’s administration of any statewide assessment.</p>
California	<p><b>Instructional Relevance/Instruction Goals</b> - Learning objectives and expected outcomes focus on the functional applications of the general curriculum.</p> <p><b>Degree of Adaptations Needed</b> - Student requires substantial adjustments to the general curriculum. The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.</p> <p><b>Current Performance/Level of Functioning</b> -Demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum.</p>
Colorado	<p><b>Instructional Relevance/Instruction Goals</b> - In order to determine eligibility of students who take the CSAPA, the teacher must look at the student’s use of expanded benchmarks.</p> <p><b>Past Performance</b> - Review previous evidence of student participation and results in the CSAP and CELA.</p> <p><b>Content/Purpose/Nature of Assessment</b> - Decisions about which assessment the student will participate must be made annually and for each content area.</p> <p><b>Current Performance/Level of Functioning</b> - Consider the capacity of the student to demonstrate and communicated as needed for the tasks required by each test administered at the student’s grade level.</p> <p><b>Student Needs and Characteristics</b> - Accommodations must be based upon individual student needs.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Connecticut	<p><b>Instructional Relevance/Instruction Goals</b> - Does the student’s IEP include goals that are based on the academic content standards for the grade in which the student is enrolled?</p> <p><b>Degree of Adaptations Needed</b> - Did student receive classroom accommodations that have also been used during state/district assessment? Does the student receive classroom modifications?</p> <p><b>Current Performance/Level of Functioning</b> - Does the student’s disability cause substantial academic difficulties? Does the disability of the student preclude him/her from achieving grade-level proficiency at the same rate as his/her non-disabled peers?</p> <p><b>Other</b> - Is the student’s difficulty with regular curriculum demands primarily due to his/her disability and not/due to excessive absences unrelated to the disability, or social, environmental, or economic factors?</p>
Delaware	<p><b>Instructional Relevance/Instruction Goals</b> - The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards.</p> <p><b>Past Performance</b> - Longitudinal data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.</p> <p><b>Degree of Adaptations Needed</b> - Extensive modifications are required in order to access the general curriculum.</p> <p><b>Current Performance/Level of Functioning</b> - Current performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.</p> <p><b>Level of Independence</b> - Student requires extensive direct instruction and/or extensive supports to accomplish the application, and transfer of skills to school, home, work, and community environments.</p> <p><b>Other</b> - Behavioral observations in multiple settings. Adaptive behavior. Continuous assessment of progress on IEP goals and objectives.</p>
Florida	<p><b>Instructional Relevance/Instruction Goals</b> - IEP teams should ask the question: is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?</p> <p><b>Current Performance/Level of Functioning</b> - Demonstrated low cognitive ability. Student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course-accommodations.</p> <p><b>Level of Independence</b> - Need for extensive, direct instruction in the application of skills in domestic, community and vocational activities.</p>
Georgia	<p><b>Nature or Category of Disability</b> - Does the student have significant intellectual disabilities or a combination of intellectual disabilities with motor, sensory, or emotional behavior disabilities?</p> <p><b>Instructional Relevance/Instruction Goals</b> - Does the student require instruction focused on application of state standards through relevant life skills?</p> <p><b>Degree of Adaptations Needed</b> - Does the student require substantial adaptations and support to access the general education curriculum?</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That *Can* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Hawaii	<p><b>Nature or Category of Disability</b> - The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations, and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum.</p> <p><b>Instructional Relevance/Instruction Goals</b> - The student’s daily instruction focuses on the academic content standards through Alternate Performance Indicators that link to the grade-level benchmarks. The Alternate Performance Indicators are at a lower level of complexity and are designed to serve as access or entry points to the grade-level benchmarks.</p> <p><b>Level of Independence</b> - The student requires intensive direct instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.</p> <p><b>Other</b> - A student’s current physical, mental, or emotional needs do not prevent the student from taking the assessment at the most appropriate site during the testing window.</p>
Idaho	<p><b>Instructional Relevance/Instruction Goals</b> - The student’s course of study is primarily functional-skill and living-skill oriented.</p> <p><b>Current Performance/Level of Functioning</b> - The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program modifications.</p> <p><b>Level of Independence</b> - The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.</p>
Illinois	<p><b>Instructional Relevance/Instruction Goals</b> - The points at which the student accesses the general education curriculum more closely reflect alternate performance indicators than age/grade-appropriate benchmarks.</p> <p><b>Level of Independence</b> - When compared to other students with disabilities, the student requires more frequent, more intensive instruction given in small incremental steps in order to apply and transfer skills across settings.</p>
Indiana	<p><b>Other</b> - If student has intent to graduate from high school page, (rights of student to pursue high school diploma).</p>
Iowa	<p><b>Instructional Relevance/Instruction Goals</b> - Has the grade level content been significantly changed in terms of delivery?</p> <p><b>Degree of Adaptations Needed</b> - Need for very intensive, highly specialized instruction.</p> <p><b>Current Performance/Level of Functioning</b> - The student is generally unable, even with accommodations, to demonstrate knowledge and skills on district-wide assessments used for the majority of students.</p> <p><b>Level of Independence</b> - The student requires very intensive, highly specialized instruction in order to acquire knowledge, make generalizations, or demonstrate skills across natural environments (home, school, community, or workplace).</p> <p><b>Student Needs and Characteristics</b> - The student has characteristics of a severe disability, including significant deficits in language and communication and adaptive behaviors.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Louisiana	<p><b>Past Performance</b> - The student scored at the unsatisfactory level in English language arts and/or mathematics on the previous year’s LEAP/iLEAP/GEE or participated in LAA 1 or LAA 2.</p> <p><b>Current Performance/Level of Functioning</b> - The student’s IEP reflects a functioning grade level in English language arts (including reading) or mathematics at least three grade levels below the actual grade level in which he or she is enrolled.</p> <p><b>Student Needs and Characteristics</b> - The decision for LAA2 is an IEP team decision based on the needs of the student.</p>
Maine	<p><b>Nature or Category of Disability</b> - Must be in special education and have an identified significant or profound disability.</p>
Maryland	<p><b>IEP Determined</b> - A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP.</p> <p><b>Instructional Relevance/Instruction Goals</b> - The student requires explicit and ongoing instruction in functional skills.</p> <p><b>Past Performance</b> - There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p> <p><b>Degree of Adaptations Needed</b> - The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade level during instruction and assessments. The student requires extensive and substantial modification of the general education curriculum.</p> <p><b>Current Performance/Level of Functioning</b> - The student has had consecutive years of individualized intensive instruction in Reading, Mathematics, or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level. The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress.</p> <p><b>Level of Independence</b> - The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.</p> <p><b>Student Needs and Characteristics</b> - The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.</p>



**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That *Can* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Massachusetts	<p><b>IEP Determined</b> - During its annual meeting, a student’s IEP or 504 team must determine how the student will participate in MCAS for each subject scheduled for assessment.</p> <p><b>Nature or Category of Disability</b> - Working on learning standards that have been substantially modified due to the nature and severity of his or her disability.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Student is receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills.</p> <p><b>Current Performance/Level of Functioning</b> - The student is generally unable to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations.</p> <p><b>Level of Independence</b> - IEP teams should consider whether the student is receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills.</p>
Minnesota	<p><b>Student Needs and Characteristics</b> - IEP team is responsible for making annual assessment and accommodation decisions, which must be based on individual need in accordance with state and federal guidelines.</p>
Mississippi	<p><b>IEP Determined</b> - Federal and state regulations require the IEP team to make the decision as the most appropriate method of participation for a student with disabilities in each applicable component of the testing program.</p> <p><b>Instructional Relevance/Instruction Goals</b> - How does the student access the general education curriculum?</p> <p><b>Degree of Adaptations Needed</b> - What accommodation or support is required by the student to perform or participate meaningfully and productively in the general education curriculum?</p> <p><b>Content/Purpose/Nature of Assessment</b> - The IEP team should make this decision (about participation) separately for each subject as a student may be accessing the curriculum differently depending on the content.</p> <p><b>Student Needs and Characteristics</b> - How does the student access the general education curriculum?</p>
Missouri	<p><b>IEP Determined</b> - All decisions regarding how a student with a disability will participate in the Missouri Assessment Program are made by the student’s IEP team and documented in the IEP.</p> <p><b>Nature or Category of Disability</b> - The student has a demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.</p> <p><b>Instructional Relevance/Instruction Goals</b> - The student’s educational program centers on the application of essential skills to the Missouri Show-Me Standards.</p> <p><b>Past Performance</b> - The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.</p> <p><b>Degree of Adaptations Needed</b> - Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Nebraska	<p><b>IEP Determined</b> - 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.</p> <p><b>Current Performance/Level of Functioning</b> - The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.</p> <p><b>Level of Independence</b> - The student requires intensive, frequent and individualized instruction in order to acquire, maintain, and demonstrate performance of those skills.</p>
Nevada	<p><b>IEP Determined</b> - The IEP committee has the authority to determine how a student will participate in the statewide assessment program.</p>
New Hampshire	<p><b>Degree of Adaptations Needed</b> - Highly Specialized Instruction and Ample Supports listed as a characteristic of students and lists the nature of these (e.g., deliberate instruction to apply skills across multiple settings; specially designed prompting procedures).</p> <p><b>Current Performance/Level of Functioning</b> - Very low levels of academic achievement listed as a characteristic of students appropriately served under alternate assessment.</p>
New Jersey	<p><b>Nature or Category of Disability</b> - Is the nature of the student’s cognitive disability severe?</p> <p><b>Instructional Relevance/Instruction Goals</b> - Is the student’s cognitive disability so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment?</p> <p><b>Current Performance/Level of Functioning</b> - Is the student’s cognitive disability so severe that the student cannot complete any of the types of questions on the assessment in the content area, even with accommodations and modifications?</p>
New Mexico	<p><b>IEP Determined</b> - The Individualized Education Plan team determines how the student will participate.</p> <p><b>Student Needs and Characteristics</b> - This (participation) decision is made after carefully considering the student’s unique needs and the specific test(s) the student is required to take.</p>
New York	<p><b>Nature or Category of Disability</b> - Student has a severe cognitive disability.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That *Can* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Oklahoma	<p><b>IEP Determined</b> - Oklahoma law has mandated that test accommodations be provided for the testing of students with disabilities. The accommodation must be (1) specified in the IEP or Section 504 Plan, and (2) selected from the accommodations specified in Appendix II.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Past Performance</b> - Previous performance on state assessments. Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Degree of Adaptations Needed</b> - Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Current Performance/Level of Functioning</b> - The student's progress, to date, in response to appropriate instruction. Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Level of Independence</b> - Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Student Needs and Characteristics</b> - Criteria checklist for assessing students with disabilities on state assessments.</p> <p><b>Other</b> - Other assessments that document academic achievement. Criteria checklist for assessing students with disabilities on state assessments.</p>
Oregon	<p><b>Nature or Category of Disability</b> - Performs significantly impacted by the disability. How the student's disability affects involvement and progress in the general education curriculum.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Instruction is primarily from a specialized curriculum or from general curriculum must be significantly reduced in breadth, depth, and complexity.</p> <p><b>Past Performance</b> - Previous relevant experiences. As appropriate, the student's performance on State or district-wide assessments.</p> <p><b>Current Performance/Level of Functioning</b> - Performs well below grade level. Is significantly below grade level in reading. Student has academic difficulties that are generalized (to all subject areas) and are significant. Is the student able to interact with instructional material in a way that provides meaningful feedback? Results of the initial or most recent evaluation.</p> <p><b>Level of Independence</b> - Benefits from specialized individualized supports. Relies on individual and significant supports to access reduced content materials.</p> <p><b>Student Needs and Characteristics</b> - How is his attention? The academic, developmental, and functional needs of the child.</p> <p><b>Other</b> - What assessment did he take last year? What types of behaviors should be considered?</p>
Pennsylvania	<p><b>Nature or Category of Disability</b> - To participate in PASA, students must . . . have significant cognitive disabilities.</p> <p><b>Instructional Relevance/Instruction Goals</b> - To participate in PASA, students must . . . require substantial modifications of general education curriculum.</p> <p><b>Non-pursuit of a Standard Diploma</b> - To participate in PASA, students must . . . require intensive instruction to learn and require extensive adaptation and support to perform and meaningfully participate in the activities.</p> <p><b>Degree of Adaptations Needed</b> - To participate in PASA, students must...require intensive instruction to learn.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Rhode Island	<p><b>IEP Determined</b> - Criteria for participation in RIAA.</p> <p><b>Nature or Category of Disability</b> - Student has a disability that significantly impacts cognitive function and adaptive behavior.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Criteria for participation in RIAA.</p> <p><b>Level of Independence</b> - The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.</p>
South Carolina	<p><b>Level of Independence</b> - The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.</p> <p><b>Student Needs and Characteristics</b> - Student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.</p>
South Dakota	<p><b>Current Performance/Level of Functioning</b> - The student’s cognitive abilities are 2 standard deviations or more below the mean.</p> <p><b>Level of Independence</b> - Student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student’s life.</p>
Tennessee	<p><b>Non-pursuit of a Standard Diploma</b> - The student is unable to complete a state approved high school diploma program, even with extended learning opportunities or accommodations.</p> <p><b>Level of Independence</b> - The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.</p> <p><b>Student Needs and Characteristics</b> - The decision for TCAP-Alt participation is based on the needs of the student.</p>
Texas	<p><b>Student Needs and Characteristics</b> - Accommodations must be selected on the basis of an individual student’s needs.</p>
Utah	<p><b>IEP Determined</b> - The IEP team must determine how the student will participate in U-PASS.</p> <p><b>Current Performance/Level of Functioning</b> - Student demonstrates cognitive ability and adaptive skill levels that prevent completion of the general academic core curricula even with instructional accommodations.</p> <p><b>Level of Independence</b> - Student requires extensive individualized instruction in multiple settings to transfer and generalize skills.</p>

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That *Can* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Virginia	<p><b>Nature or Category of Disability</b> - As a result of a disability, student is unable to demonstrate knowledge and skills on a multiple-choice test, even with accommodations.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations.</p> <p><b>Non-pursuit of a Standard Diploma</b> - Is working toward educational goals other than those prescribed for a Modified Standard, Standard, or Advanced Studies diploma.</p> <p><b>Content/Purpose/Nature of Assessment</b> - As a result of a disability, is unable to demonstrate knowledge and skills on a multiple-choice test, even with accommodations.</p> <p><b>Level of Independence</b> - Requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement.</p>
Washington	<p><b>Student Needs and Characteristics</b> - The IEP team, which includes a student’s parents or guardians, decides which testing tool to use based on the student’s needs in each content area.</p>
West Virginia	<p><b>Instructional Relevance/Instruction Goals</b> – A student shall not participate in alternate assessment unless he/she is instructed by the extended standards.</p>
Wisconsin	<p><b>IEP Determined</b> - IEP teams determine with parent as equal participant.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Student’s curriculum and daily instruction.</p>
Wyoming	<p><b>Nature or Category of Disability</b> - The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.</p> <p><b>Instructional Relevance/Instruction Goals</b> - Students must participate in the regular PAWS if they receive any instruction on the standards assessed, regardless of where the instruction takes place.</p> <p><b>Student Needs and Characteristics</b> - Learning characteristics.</p>

**Table B.7: Participation Policy Variables that *Cannot* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

State	Receiving Special Education Services	Presence or Category of Disability	Instructional Program/ Program Setting	Achievement Level	Excessive Absences	Percent Time Receiving Special Education Services	Cultural, Social, Linguistic, or Environmental Factors	Low Expectations for the Student/ Anticipated Low Scores	Other
Alabama			Y				Y		
Alaska	Y	Y	Y		Y		Y	Y	Y
Arizona									Y
Arkansas	Y	Y	Y	Y	Y	Y	Y	Y	Y
California		Y			Y	Y	Y		Y
Colorado		Y	Y	Y	Y	Y		Y	Y
Connecticut		Y				Y		Y	Y
Delaware	Y	Y	Y	Y	Y		Y	Y	Y
District of Columbia		Y	Y						Y
Florida									
Georgia									
Hawaii					Y		Y		
Idaho	Y				Y		Y		Y
Illinois	Y	Y		Y	Y		Y	Y	
Indiana	Y		Y		Y		Y	Y	Y
Iowa		Y	Y	Y	Y	Y	Y	Y	Y
Kansas		Y		Y	Y	Y	Y		Y
Kentucky									
Louisiana		Y	Y		Y		Y	Y	Y
Maine									
Maryland									
Massachusetts									
Michigan									
Minnesota	Y	Y	Y				Y	Y	Y
Mississippi									
Missouri					Y		Y		
Montana									
Nebraska									

**Table B.7: Participation Policy Variables that *Cannot* Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

State	Receiving Special Education Services	Presence or Category of Disability	Instructional Program/ Program Setting	Achievement Level	Excessive Absences	Percent Time Receiving Special Education Services	Cultural, Social, Linguistic, or Environmental Factors	Low Expectations for the Student/ Anticipated Low Scores	Other
Nevada									
New Hampshire									
New Jersey									
New Mexico									
New York									
North Carolina		Y		Y					
North Dakota									
Ohio		Y		Y	Y		Y	Y	
Oklahoma		Y	Y	Y		Y	Y		
Oregon		Y	Y						
Pennsylvania	Y	Y	Y						
Rhode Island	Y	Y		Y	Y		Y	Y	Y
South Carolina		Y							Y
South Dakota									
Tennessee		Y			Y		Y	Y	
Texas									
Utah									
Vermont									
Virginia		Y		Y				Y	Y
Washington									
West Virginia									
Wisconsin		Y							
Wyoming		Y	Y			Y			Y
<b>Total</b>	<b>9</b>	<b>23</b>	<b>14</b>	<b>11</b>	<b>16</b>	<b>8</b>	<b>18</b>	<b>14</b>	<b>18</b>

**Table B.8: Specifications and Descriptions of “Other” Participation Policy Variables That Cannot Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

Alaska	<p><b>Receiving Special Education Services</b> - The decision to participate in the Alternate Assessment is not primarily based on a specific eligibility determination.</p> <p><b>Presence or Category of Disability</b> - Deafness/blindness, visual, auditory, or motor disabilities, not primarily based on a specific eligibility determination, not based primarily on the student’s visual, auditory, physical, or emotional behavioral disabilities.</p> <p><b>Instructional Program/Program Setting</b> - The decision to participate in Alternate Assessment is not based on the fact that the student’s instructional reading level is below the grade level of the regular assessment to be administered.</p> <p><b>Low Expectations for the Student/Anticipated Low Scores</b> - Not based on the fact that the student is expected to perform poorly on the regular assessment.</p> <p><b>Other</b> - Make sure decision is not being made for program administration reasons. The decision to administer the alternate assessment is not based on the fact that the student is expected to experience duress under testing conditions or that there is a high probability that the student will demonstrate disruptive behaviors during the regular assessment.</p>
Arizona	<p><b>Other</b> - Students with learning disabilities who have overall intellectual or adaptive behavior abilities within the average range are not students with a significant cognitive disability.</p>
Arkansas	<p><b>Other</b> - Disruptive behavior, student IQ, impact of scores on school/district performance scores.</p>
California	<p><b>Presence or Category of Disability</b> - Not based on deafness/blindness, visual, auditory, and/or motor disabilities. Not primarily based on a specific categorical label.</p> <p><b>Other</b> - Not an administrative decision.</p>
Colorado	<p><b>Achievement Level</b> - Student reading level.</p> <p><b>Other</b> - Ongoing disruptive behavior.</p>
Connecticut	<p><b>Other</b> - Student’s placement in a self-contained or regional program. Considerations of obtaining a certificate of mastery- for decisions about retakes-option for students in general.</p>
Delaware	<p><b>Receiving Special Education Services</b> - Existence of an IEP.</p> <p><b>Instructional Program/Program Setting</b> - Educational placement.</p> <p><b>Achievement Level</b> - Student’s reading level.</p> <p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - English Language Learner status, socio-economic or cultural differences.</p> <p><b>Other</b> - Disruptive behavior.</p>
District of Columbia	<p><b>Other</b> - Where the student is likely to score highest.</p>
Idaho	<p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - Socioeconomic or cultural differences.</p> <p><b>Other</b> - Lack of instruction.</p>



**Table B.8: Specifications and Descriptions of “Other” Participation Policy Variables That Cannot Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Illinois	<p><b>Presence or Category of Disability</b> - The student has emotional, behavioral, visual, auditory, or physical challenges.</p> <p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - Social, cultural, or economic differences.</p> <p><b>Low Expectations for the Student/Anticipated Low Scores</b> - The student may not perform well on the regular assessment, which may affect the AYP status of the student’s home school or district.</p>
Indiana	<p><b>Other</b> - Emotional, behavioral, or physical challenges; concern for local AYP calculations. Also, must not exempt students from testing based on limited English proficiency, but LEP students who have been enrolled in U.S. schools for one year or more will participate fully in the ISTEP+ assessment program. Those in their first year must take math and science ISTEP+, but have an option to take ELA or LAS Links for language.</p>
Iowa	<p><b>Other</b> - English language learner status, disruptive behavior, student reading level, performance tied solely to a level, label, or cut score.</p>
Kansas	<p><b>Other</b> - Any specific categorical label.</p>
Louisiana	<p><b>Instructional Program/Program Setting</b> - Student’s reading level.</p> <p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - Includes English proficiency.</p> <p><b>Other</b> - Disruptive behavior, student’s placement, administrative decision.</p>
Minnesota	<p><b>Other</b> - Concern for AYP calculations.</p>
Missouri	<p><b>Excessive Absences</b> - The student’s inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.</p> <p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - The student’s inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.</p>
Oklahoma	<p><b>Presence or Category of Disability</b> - A particular disability category.</p> <p><b>Instructional Program/Program Setting</b> - Location of service delivery.</p> <p><b>Achievement Level</b> - The fact that the academic achievement of the student is significantly below his/her same age peers.</p>
Pennsylvania	<p><b>Receiving Special Education Services</b> - Participation decisions may not be based upon the student’s disability or class placement.</p> <p><b>Presence or Category of Disability</b> - Participation decisions may not be based upon the student’s disability or class placement.</p> <p><b>Instructional Program/Program Setting</b> - Participation decisions may not be based upon the student’s disability or class placement.</p>
Rhode Island	<p><b>Achievement Level</b> - The decision to administer the RIAA is not based solely on the fact that the student’s instructional reading level is below grade level expectations.</p> <p><b>Other</b> - The decision to administer the RIAA is not based on the fact that the student is expected to experience distress under testing conditions.</p>
South Carolina	<p><b>Other</b> - Administrative convenience.</p>

**Table B.8: Specifications and Descriptions of “Other” Participation Policy Variables That Cannot Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment (continued)**

Tennessee	<p><b>Presence or Category of Disability</b> - The following conditions are not the primary reason the student is not participating in the general TCAP: sensory impairments, emotional-behavioral impairments, specific learning disabilities, specific learning disabilities, language impairment, other health impairment, developmental disability (i.e., Autism, Asperger’s Syndrome, Developmental Delay), limited English proficiency.</p> <p><b>Excessive Absences</b> - p.1 of TCAP accommodations instructions.</p> <p><b>Cultural, Social, Linguistic, or Environmental Factors</b> - Social, cultural, and economic differences.</p> <p><b>Low Expectations for the Student/Anticipated Low Scores</b> - The decision for TCAP-Alt participation is not based upon anticipated impact on system and/or school performance scores.</p>
Virginia	<p><b>Achievement Level</b> - Student is reading or is performing below grade level. Student has not mastered all of the curricula that are covered on grades 3 through 8 SOL assessments.</p> <p><b>Low Expectations for the Student/Anticipated Low Scores</b> - Belief that the student may fail the test.</p> <p><b>Other</b> - Belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate. Belief that the experience will be too stressful for the student. The student’s behavior prohibits taking the test with a group.</p>
Wyoming	<p><b>Other</b> - Developmental level or mental age of the student</p>

**Table B.9: Additional Student Groups Eligible for Accommodations**

State	504 Students	All Students May Use Without Qualification	All Students May Use With Qualifications	ELL/IEP	Students Receiving Title I Services	English Language Learners	Other
Alabama	Y			Y		Y	
Alaska	Y			Y		Y	
Arizona	Y		Y	Y		Y	Y
Arkansas						Y	
California	Y		Y	Y			
Colorado	Y		Y	Y		Y	Y
Connecticut	Y			Y		Y	Y
Delaware	Y			Y		Y	
District of Columbia							
Florida	Y			Y		Y	
Georgia	Y			Y		Y	
Hawaii	Y			Y		Y	Y
Idaho	Y			Y		Y	
Illinois	Y			Y		Y	
Indiana	Y			Y		Y	Y
Iowa				Y			
Kansas	Y	Y		Y		Y	Y
Kentucky	Y			Y		Y	Y
Louisiana	Y			Y		Y	
Maine	Y		Y	Y		Y	Y
Maryland	Y			Y		Y	Y
Massachusetts	Y			Y			
Michigan	Y			Y		Y	Y
Minnesota	Y			Y		Y	
Mississippi	Y			Y			Y
Missouri				Y		Y	
Montana	Y		Y	Y		Y	
Nebraska				Y			
Nevada	Y			Y		Y	
New Hampshire			Y	Y		Y	

**Table B.9: Additional Student Groups Eligible for Accommodations (continued)**

State	504 Students	All Students May Use Without Qualification	All Students May Use With Qualifications	ELL/IEP	Students Receiving Title I Services	English Language Learners	Other
New Jersey	Y			Y			
New Mexico	Y			Y		Y	Y
New York	Y						Y
North Carolina	Y			Y		Y	
North Dakota	Y			Y		Y	
Ohio	Y			Y		Y	Y
Oklahoma	Y			Y		Y	
Oregon			Y	Y		Y	
Pennsylvania	Y		Y	Y		Y	
Rhode Island			Y	Y		Y	
South Carolina	Y			Y		Y	
South Dakota	Y			Y		Y	
Tennessee	Y		Y	Y		Y	
Texas	Y		Y	Y		Y	
Utah	Y			Y		Y	Y
Vermont	Y		Y	Y		Y	Y
Virginia	Y			Y			
Washington	Y		Y	Y		Y	
West Virginia	Y			Y		Y	
Wisconsin			Y	Y		Y	
Wyoming	Y			Y		Y	
<b>Total</b>	<b>42</b>	<b>1</b>	<b>14</b>	<b>48</b>	<b>0</b>	<b>42</b>	<b>16</b>

**Table B.10: Specifications and Descriptions of “Other” Additional Student Groups Eligible for Accommodations**

Arizona	<p><b>All Students May Use With Qualifications</b> - Universal accommodations are available to all students as deemed needed by the teacher.</p> <p><b>English Language Learners</b> - English language learners may also be considered for standard accommodations. Note: Standard accommodations are reserved for students with IEPs or a 504 plan.</p> <p><b>Other</b> - A student with an injury, such as a broken hand or arm.</p>
Arkansas	<p><b>English Language Learners</b> - Modifications used in the classroom and accommodations used on state assessments.</p>
California	<p><b>All Students May Use With Qualifications</b> - All students may use some test variations, and others may only be used if regularly used in the classroom.</p>
Colorado	<p><b>All Students May Use With Qualifications</b> - All students who need an accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis and documented in a formal plan.</p> <p><b>Other</b> - Students who suffer from unforeseeable circumstances less than two months prior to the start of testing, such as a broken arm or a car accident.</p>
Hawaii	<p><b>ELL/IEP</b> - If a student is receiving IDEA-eligible and ELL services, the student’s IDEA eligibility must be considered first in the determination of the participation criteria for the Hawaii State Reading and Mathematics Assessments.</p> <p><b>English Language Learners</b> - Grade 5 Hawaiian Language Immersion Program students.</p> <p><b>Other</b> - If a student breaks an arm, hand, or finger on the writing hand during testing and needs the scribe accommodation, a school may submit an Additional Accommodation Request Form even though the student is not in a population that is identified to use it, and it will be reviewed for approval. In this situation, the form may be submitted after March 13, 2009.</p>
Idaho	<p><b>ELL/IEP</b> - [strict criteria] Inferred from the LEP policy.</p> <p><b>English Language Learners</b> - LEP students</p>
Indiana	<p><b>ELL/IEP</b> - LEP students may be entitled to the assessment accommodations specified in their Individualized Education Programs (IEPs), Section 504 plans, or Individualized Learning Plans (ILPs).</p> <p><b>English Language Learners</b> - Only LEP students who place as not proficient or approaching proficient on the Placement Test may be considered for the accommodations approved for Proficiency levels 1-4 on LAS Links.</p> <p><b>Other</b> - Students with a temporary disability, such as a broken arm; Homebound students.</p>
Kansas	<p><b>All Students May Use Without Qualification</b> - All accommodations in this manual allowable for general education student. (Calculator on non calculator section not allowable for any student.)</p> <p><b>Other</b> - Students with a pre-intervention plan (student improvement plan).</p>
Kentucky	<p><b>English Language Learners</b> - Students with limited English proficiency.</p> <p><b>Other</b> - Students with temporary medical conditions (e.g. broken hand).</p>

**Table B.10: Specifications and Descriptions of “Other” Additional Student Groups Eligible for Accommodations (continued)**

Maine	<p><b>All Students May Use With Qualifications</b> - Students who may be considered for accommodations include, but are not limited to, those who are ill or incapacitated in some way, who have limited English proficiency, who have an identified disability under IDEIA, who are identified as having disabilities under Section 504, or for whom classroom accommodations are necessary on a daily basis to measure academic achievement.</p> <p><b>English Language Learners</b> - ELLs or LEP</p> <p><b>Other</b> - Students who are ill or incapacitated in some way; students for whom classroom accommodations are necessary on a daily basis to measure academic achievement.</p>
Maryland	<p><b>504 Students</b> - Students with temporary or long-term disabilities and Section 504 students: general education students or students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered testing accommodations to compensate for their disabling condition. Accommodations must be justified and documented in each student’s record.</p> <p><b>ELL/IEP</b> - ELL: appropriate accommodations identified by the ELL committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in each student’s record.</p> <p><b>English Language Learners</b> - ELL: appropriate accommodations identified by the ELL committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in each student’s record.”</p> <p><b>Other</b> - Reclassified English Language Learners: Reclassified ELLs are those students who were formerly receiving English for Speakers of other Languages services (ESOL), but who are no longer receiving those services, and whose progress is being tracked for two years after their exit from the ESOL program.</p>
Michigan	<p><b>Other</b> - Students who have a rapid onset of a medical disability (e.g. student broke arm a few days prior to assessment).</p>
Mississippi	<p><b>Other</b> - Students with a temporary physical disability.</p>
Montana	<p><b>All Students May Use With Qualifications</b> - Standard accommodations are available to all students, based on individual need, as determined by the student’s educational team.</p>
Nevada	<p><b>English Language Learners</b> - Students with Limited English Proficiency (LEP).</p>
New Hampshire	<p><b>All Students May Use With Qualifications</b> - Standard accommodations available to all students on the basis of individual need regardless of disability status.</p>
New York	<p><b>Other</b> - Students who incur disabilities shortly (30 days or less) before administration of a state or district wide test and who are authorized by the principal to receive certain testing accommodations.</p>
Ohio	<p><b>Other</b> - Broken arm exception: If the student suffers an injury prior to or during a test administration that prevents the person from physically writing responses, a scribing accommodation may be provided.</p>

**Table B.10: Specifications and Descriptions of “Other” Additional Student Groups Eligible for Accommodations (continued)**

Oregon	<b>All Students May Use With Qualifications</b> - In the state of Oregon, any student is eligible to use a state-approved accommodation; however, the decision to use the state-approved accommodations should always be made on an individual student basis, not to a group of students or to an entire class without an investigation of individual student need.
Pennsylvania	<b>All Students May Use With Qualifications</b> - Certain accommodations allowed for all students. These accommodations must be ongoing and documented in the student record file. All students may use extended time, preferential seating, separate setting, hospital/home testing, small grouping, keyboarding, special paper, reading windows, recorded directions, recorded verbatim sections of mathematics, student marks in test booklet, dictation for mathematics and reading (illegible writing, broken arm), reading aloud for all directions and mathematics test, marking answer at student direction, student use of stickers or highlighters, simplified directions.
Rhode Island	<b>All Students May Use With Qualifications</b> - All students eligible to utilize appropriate assessment accommodations from Table of Standard Test Accommodations when participating in the NECAP assessment. Any accommodations utilized for the assessment of individual students must be: (1) the result of a decision made prior to the test by the IEP, Section 504, or school team that includes, whenever possible, the student’s parent(s) or guardian(s), (2) based on the individual student’s needs, (3) consistent with those accommodations used during the student’s regular classroom instruction, including test-taking, and if applicable, the student’s IEP or 504 plan, and (4) documented at the appropriate local level.
Tennessee	<b>All Students May Use With Qualifications</b> - All students may use allowable accommodations as needed. Special accommodations may be used if the student meets required conditions. Conditions are documented in the IEP or 504 Service Plan and verified according to the student’s specific impairment or through individualized assessment showing the severity of the disability. Notice: In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short term medical problem). For these students, the Unique Adaptive Accommodations Request Form should be submitted to the Department of Education for review and approval.
Texas	<b>All Students May Use With Qualifications</b> - General education students with special needs. <b>ELL/IEP</b> - Students who are LEP-exempt and need linguistic accommodations. <b>English Language Learners</b> - Students who are LEP-exempt and need linguistic accommodations.
Utah	<b>Other</b> - Students with a temporary disability (e.g. broken dominant hand or medication problem).
Vermont	<b>All Students May Use With Qualifications</b> - Accommodations available to all students on the basis of need, regardless of disability status. <b>Other</b> - Students with educational support team plans (EST/157).
West Virginia	<b>ELL/IEP</b> - [strict criteria] Students who are both disabled and limited English proficient are considered for accommodations available to both groups.
Wisconsin	<b>All Students May Use With Qualifications</b> - Specific accommodations may be used with specific groups of students (all, students with disabilities, ELLs).

**Table B.11: Accommodation Policy Variables That *Can* be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

<b>State</b>	<b>Used for Classroom and Instruction</b>	<b>Length of Time Accommodation Used</b>	<b>Maintains Validity of the Test and Resulting Scores</b>	<b>Individual Student Needs/ Characteristics</b>	<b>Purpose/ Nature of the Assessment</b>	<b>Other</b>
Alabama	Y	Y	Y			
Alaska	Y	Y	Y	Y		Y
Arizona	Y		Y	Y		
Arkansas						
California	Y			Y		
Colorado	Y	Y		Y		Y
Connecticut	Y			Y		Y
Delaware	Y				Y	
District of Columbia						
Florida	Y		Y	Y	Y	
Georgia	Y	Y	Y	Y	Y	
Hawaii	Y			Y		Y
Idaho	Y		Y	Y		
Illinois				Y		Y
Indiana	Y		Y	Y		Y
Iowa	Y	Y	Y	Y		
Kansas	Y		Y	Y		Y
Kentucky	Y		Y	Y		Y
Louisiana	Y					Y
Maine	Y		Y	Y		
Maryland	Y			Y		
Massachusetts	Y			Y		Y
Michigan	Y		Y	Y		
Minnesota	Y			Y		
Mississippi	Y		Y	Y	Y	Y
Missouri				Y		Y
Montana	Y			Y		
Nebraska	Y			Y		
Nevada						



**Table B.11: Accommodation Policy Variables That *Can* be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)**

State	Used for Classroom and Instruction	Length of Time Accommodation Used	Maintains Validity of the Test and Resulting Scores	Individual Student Needs/ Characteristics	Purpose/ Nature of the Assessment	Other
New Hampshire	Y			Y		
New Jersey	Y					
New Mexico	Y			Y		Y
New York	Y	Y	Y	Y	Y	
North Carolina	Y		Y	Y	Y	Y
North Dakota	Y			Y		Y
Ohio	Y		Y			
Oklahoma				Y		
Oregon	Y					
Pennsylvania	Y	Y	Y	Y		
Rhode Island	Y		Y	Y	Y	
South Carolina	Y			Y		
South Dakota	Y	Y	Y	Y		
Tennessee	Y		Y			
Texas	Y		Y	Y		Y
Utah	Y		Y	Y		Y
Vermont	Y		Y		Y	
Virginia	Y					
Washington	Y			Y		Y
West Virginia	Y		Y			
Wisconsin	Y		Y			Y
Wyoming	Y			Y		
<b>Total</b>	<b>45</b>	<b>8</b>	<b>25</b>	<b>37</b>	<b>8</b>	<b>19</b>

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That *Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment***

Alaska	<p><b>Used for Classroom and Instruction</b> - What specialized instruction does the student need to achieve grade-level content standards?”</p> <p><b>Length of Time Accommodation Has Been Used</b> - What accommodations are regularly used by the student during instruction and assessments?</p> <p><b>Maintains the Validity of the Test and Resulting Scores</b> - Does the adaptation give the student an unfair advantage over a student who has the same proficiency level, and who is not eligible to use the adaptation?</p> <p><b>Individual Student Needs/Characteristics</b> - What are the student’s learning strengths and areas of further improvement? How does the student’s learning needs affect the achievement of 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?</p> <p><b>Other</b> - What are the results for assignments and assessments when accommodations were used and not used? What was the student’s perception of how well an accommodation worked? Are there effective combinations of accommodations? Would use of the adaptation cause a breach of test security or make it impossible to score the test?</p>
Arizona	<p><b>Used for Classroom and Instruction</b> - Students should receive the same accommodations for classroom instruction, classroom assessments, district assessment, and state assessments. No accommodations should be provided during assessments that are not also provided during instruction. However, not all accommodations appropriate for instruction are appropriate for use during a standardized state assessment.</p> <p><b>Individual Student Needs/Characteristics</b> - There should be a direct connection between a student’s disability or need and the accommodation(s) provided to the student during educational activities, including assessment.</p>
Colorado	<p><b>Length of Time Accommodation Has Been Used</b> - For state assessment purposes the accommodation must be in use at least 90 days prior to the administration of the assessment.</p> <p><b>Individual Student Needs/Characteristics</b> - What are the student’s learning strengths and areas of further improvement? How does the student’s learning needs affect the achievement of grade-level content standards? What specialized instruction does the student need to achieve grade-level content standards? What accommodations will increase the student’s access to instruction and assessment?</p> <p><b>Other</b> - What are the results for assignments and assessments when accommodations were used and not used? What are the perceptions of the student, parents, teachers, and specialists about how the accommodation worked?</p>
Connecticut	<p><b>Individual Student Needs/Characteristics</b> - Is it necessary for the child; also, in addition to specific characteristics of student, consider whether the student is sufficiently skilled to use the accommodation.</p> <p><b>Other</b> - IEP or 504 plan calls for the same or similar accommodation in class work. (There were two statements geared at use in instruction).</p>
Delaware	<p><b>Purpose/Nature of the Assessment</b> - Accommodations may differ for a single student depending on the content of the test.</p>
Florida	<p><b>Purpose/Nature of the Assessment</b> - IEP teams should ask the question: what does the student need to know and be able to do to take the test.</p>

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That *Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)***

Georgia	<b>Length of Time Accommodation Has Been Used</b> - Previous experience and usefulness with the recommended accommodation.
Hawaii	<b>Used for Classroom and Instruction</b> - currently provided during classroom instruction. <b>Individual Student Needs/Characteristics</b> - The student’s ELL needs should also be considered by the IEP team members when they are determining the appropriate accommodations; and based on a student’s identified learning needs. <b>Other</b> - Table 5 lists accommodations that may be provided during the administration of the Hawaii State Reading and Mathematics Assessments. Agreed on by the ELL staff members and classroom teachers who provide services for the student, stated in the student’s Individualized Education Program (IEP), or Modification Plan (MP), and agreed on by all members of the IEP or MP team, if an ELL student is also receiving IDEA-eligible or Section 504 services.
Illinois	<b>Individual Student Needs/Characteristics</b> - Accommodations should be selected with care on an individual student basis, considering student’s mode of communication, level of instruction, learning style, etc. <b>Other</b> - Student’s present levels of performance in relation to the district’s general education curriculum.
Indiana	<b>Used for Classroom and Instruction</b> - Assessment accommodations should be a subset of classroom accommodations. Accommodations approved and implemented for classroom assessments, such as using a calculator or scribe, may be appropriate for use during ISTEP+ and GQE testing. <b>Maintains the Validity of the Test and Resulting Scores</b> - . . . individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria. Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects. <b>Other</b> - Consult the charts in this section and collaborate with [groups named], to determine which, if any, accommodations are appropriate for individual students; uses the accommodation in testing situations that occur through the student’s educational program.
Iowa	<b>Length of Time Accommodation Has Been Used</b> - A new accommodation is not to be introduced solely for the use during district wide assessment.
Kansas	<b>Other</b> - How accommodation increases access to instruction and assessment. Student performance with or without the accommodation in the past; how the student and other persons involved perceived the accommodation to work, if combination of accommodations were effective.
Kentucky	<b>Other</b> - Evaluation information and the IEP (student’s present level of performance etc.).

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That *Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)***

Louisiana	<b>Other</b> - Documented on IEP or 504/IAP. Special populations and accommodations. LEP accommodations determined by classroom teacher and ESL teacher or other individual providing language services.
Maine	<b>Maintains the Validity of the Test and Resulting Scores</b> - All accommodations used must not change what is being measured.
Maryland	<b>Used for Classroom and Instruction</b> - The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. <b>Individual Student Needs/Characteristics</b> - Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in general classroom, or program setting.
Massachusetts	<b>Used for Classroom and Instruction</b> - Uses the accommodation routinely. <b>Individual Student Needs/Characteristics</b> - Requires the accommodation in order to participate in statewide testing. <b>Other</b> - A student who does not have a documented disability is not eligible to receive accommodations on MCAS tests.
Michigan	<b>Individual Student Needs/Characteristics</b> - All decisions about which accommodations a student needs must 1) be made by the student’s IEP team, 2) be documented in the student’s IEP, and 3) reflect what the student routinely uses or how he or she routinely responds during instruction.
Minnesota	<b>Used for Classroom and Instruction</b> - Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. <b>Individual Student Needs/Characteristics</b> - IEP team is responsible for making annual assessment and accommodation decisions, which must be based on individual need in accordance with state and federal guidelines.
Mississippi	<b>Used for Classroom and Instruction</b> - Integrate assessment accommodations into classroom instruction. <b>Maintains the Validity of the Test and Resulting Scores</b> - Does the accommodation interfere with what the test is designed to measure? <b>Individual Student Needs/Characteristics</b> - Base accommodations on student need. <b>Purpose/Nature of the Assessment</b> - Understand the purpose of the assessment. Select only those accommodations that do not interfere with the intent of the test. <b>Other</b> - Make sure the student and his or her family are comfortable with it.
Missouri	<b>Individual Student Needs/Characteristics</b> - What are the student’s learning strengths and needs? What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade level content? What accommodations will increase the student’s access to instruction and assessment by reducing the effects of the disability? <b>Other</b> - How do the student’s learning needs affect the achievement of grade level content?

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That *Can* Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)**

Montana	<p><b>Used for Classroom and Instruction</b> - . . . must be something that is routinely used with the student in classroom instruction and assessment for a period of two to three months prior to testing.</p> <p><b>Individual Student Needs/Characteristics</b> - Standard accommodations are available to all students, based on individual need, as determined by the student’s educational team.</p>
Nebraska	<p><b>Used for Classroom and Instruction</b> - What accommodations are regularly used by the student during instruction and assessments? An accommodation may not be used solely during assessments.</p> <p><b>Individual Student Needs/Characteristics</b> - What are the student’s strengths and areas of further improvement? How does the student’s learning needs affect the achievement of grade-level content standards?</p>
New Jersey	<p><b>Used for Classroom and Instruction</b> - Accommodations used during statewide testing should be consistent with instructional and assessment procedures used in the classroom.</p>
New Mexico	<p><b>Used for Classroom and Instruction</b> - What accommodations are used by the student in the classroom and on tests?</p> <p><b>Individual Student Needs/Characteristics</b> - Accommodations selected for assessment must have instructional relevance and be connected to a specific skill deficit.</p> <p><b>Other</b> - What are the results of classroom assignments and tests when accommodations are use and not used? What is the student’s perception of how well the accommodation worked?</p>
New York	<p><b>Length of Time Accommodation Has Been Used</b> - Accommodations should not be introduced for the first time during a state or district wide assessment.</p>
North Carolina	<p><b>Other</b> - IEP teams and section 504 committees should be respectful of the student’s cultural and ethnic background when an accommodation is being discussed.</p>
North Dakota	<p><b>Other</b> - Student’s current level of functioning, language functioning, and relevant background factors.</p>
Oregon	<p><b>Used for Classroom and Instruction</b> - Never use an assessment accommodation or modification if the student does not use the same one on a daily basis.</p>
Pennsylvania	<p><b>Length of Time Accommodation Has Been Used</b> - It is not recommended to introduce new accommodations to students for the first time when they are taking the PSSA.</p>
Rhode Island	<p><b>Purpose/Nature of the Assessment</b> - Are there unique circumstances created by the NECAP assessment that might require accommodations for this student?</p>
South Dakota	<p><b>Length of Time Accommodation Has Been Used</b> - Accommodations should be in place at least 5 weeks prior to test administration.</p> <p><b>Individual Student Needs/Characteristics</b> - How does the student’s learning needs affect the achievement of grade-level content standards? What is the student’s learning strengths and areas for further improvement?</p>
Tennessee	<p><b>Maintains the Validity of the Test and Resulting Scores</b> - Accommodations should not subvert the purpose of the test.</p>

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That *Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)***

Texas	<p><b>Used for Classroom and Instruction</b> - Should be routinely used in instruction and testing.</p> <p><b>Maintains the Validity of the Test and Resulting Scores</b> - Are there procedures in place to ensure that test administration procedures are not compromised by the provision of accommodations?</p> <p><b>Individual Student Needs/Characteristics</b> - Accommodations must be selected on the basis of an individual student’s needs.</p> <p><b>Other</b> - Policies ensuring ethical testing practices, test security.</p>
Utah	<p><b>Used for Classroom and Instruction</b> - The student must be provided with the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.</p> <p><b>Maintains the Validity of the Test and Resulting Scores</b> - 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).</p> <p><b>Individual Student Needs/Characteristics</b> - Teams should ask the questions: What are the student’s learning strengths and areas for further improvement? How does the student’s learning needs affect the achievement of core standards? How do you make accommodations decisions based on individualized needs?</p> <p><b>Other</b> - Teachers and other team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.</p>
Vermont	<p><b>Purpose/Nature of the Assessment</b> - Are there unique circumstances created by the NECAP assessment that might require accommodations for this student?</p>
Washington	<p><b>Individual Student Needs/Characteristics</b> - How do the student’s learning needs affect the achievement of grade-level content standards?</p> <p><b>Other</b> - What specialized instruction does the student need to achieve grade-level content standards?</p>
West Virginia	<p><b>Maintains the Validity of the Test and Resulting Scores</b> - Prohibit modifications that change what the test measures and assure modifications are NOT written into the IEP or Section 504 plan.</p>
Wisconsin	<p><b>Used for Classroom and Instruction</b> - Must be consistent with the student’s day-to-day instruction.</p> <p><b>Maintains the Validity of the Test and Resulting Scores</b> - Allows us to measure the academic content the student has learned without interference from the disability.</p> <p><b>Other</b> - Must be documented on current IEP.</p>
Wyoming	<p><b>Individual Student Needs/Characteristics</b> - What specialized instruction does the student need to achieve grade-level content standards? What are the students learning strengths and areas of further improvement?</p>

**Table B.13: Accommodations Policy Variables That *Cannot* be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

State	Nature/ Category of Disability	Instructional Program/ Program Setting	Percent Time/ Amount of Services Received	Parent Request	Adminis- trative Conve- nience	Other
Alabama						
Alaska						
Arizona						
Arkansas						
California	Y				Y	
Colorado	Y				Y	
Connecticut	Y					
Delaware						
District of Columbia						
Florida	Y	Y				Y
Georgia					Y	
Hawaii						
Idaho						
Illinois						
Indiana						
Iowa	Y				Y	
Kansas					Y	Y
Kentucky						
Louisiana						
Maine		Y				
Maryland	Y	Y	Y			
Massachusetts						
Michigan						
Minnesota	Y					
Mississippi						
Missouri						
Montana						

**Table B.13: Accommodations Policy Variables That *Cannot* be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment (continued)**

State	Nature/ Category of Disability	Instructional Program/ Program Setting	Percent Time/ Amount of Services Received	Parent Request	Adminis- trative Conve- nience	Other
Nebraska					Y	
Nevada						
New Hamp- shire						
New Jersey						
New Mexico					Y	
New York	Y					
North Carolina	Y					
North Dakota					Y	Y
Ohio						
Oklahoma						
Oregon						
Pennsylvania						
Rhode Island						
South Carolina	Y				Y	
South Dakota						
Tennessee						
Texas						
Utah					Y	
Vermont						
Virginia						
Washington					Y	
West Virginia						
Wisconsin						
Wyoming					Y	
<b>Total</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>3</b>



**Table B.14: Specifications and Descriptions of “Other” Accommodation Policy Variables That Cannot Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

Colorado	<p><b>Nature/Category of Disability</b> - Accommodations must be based upon individual student needs . . . not a category of disability or specific to a program.</p> <p><b>Instructional Program/ Program Setting</b> - Accommodations must be based upon individual student needs . . . not a category of disability or specific to a program.</p>
Florida	<p><b>Nature/Category of Disability</b> - The selection of accommodations must not be based solely on exceptionality.</p> <p><b>Instructional Program/ Program Setting</b> - The selection of accommodations must not be based solely on educational placement.</p> <p><b>Other</b> - The selection of accommodations must not be based solely on grade level.</p>
Kansas	<p><b>Other</b> - Do’s and Don’ts (don’t assume same accommodations across content areas, don’t assume accommodations stay the same year to year, don’t check more accommodations to be ‘safe’, don’t assume all instructional accommodations are appropriate for assessment, and don’t give unrelated accommodations to students thinking it will give an advantage).</p>
Maine	<p><b>Instructional Program/ Program Setting</b> - Recommended accommodations should be consistent with accommodations already being employed in the student’s instructional program.</p>
Maryland	<p><b>Nature/Category of Disability</b> - Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in general classroom, or program setting.</p> <p><b>Instructional Program/ Program Setting</b> - Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in general classroom, or program setting.</p> <p><b>Percent Time/Amount of Services Received</b> - Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in general classroom, or program setting.</p>
Nebraska	<p><b>Administrative Convenience</b> - Don’t make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).</p>
New Mexico	<p><b>Administrative Convenience</b> - Don’t make accommodations decisions based on whatever is easiest to do.</p>
North Dakota	<p><b>Administrative Convenience</b> - Don’t make accommodations decisions based on whatever is easiest to do.</p> <p><b>Other</b> - Don’t make decisions about instructional and assessment accommodations alone.</p>
Utah	<p><b>Administrative Convenience</b> - Don’t make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).</p>
Wyoming	<p><b>Administrative Convenience</b> - Don’t make accommodations decisions based on whatever is easiest to do.</p>

**Table B.15: Guidance for Using Accommodations That are Not on the “Approved” List**

<b>State</b>	<b>Seek Approval from State Board or Department of Education</b>	<b>Committee Review</b>	<b>Required Contact</b>	<b>Non-approved Accommodations May Not be Used</b>	<b>Other</b>
Alabama	Y	Y			
Alaska					
Arizona					
Arkansas					
California	Y				
Colorado		Y			
Connecticut	Y		Y		
Delaware	Y				
District of Columbia					
Florida	Y				
Georgia		Y			
Hawaii	Y				
Idaho	Y				
Illinois					Y
Indiana					
Iowa					
Kansas	Y		Y		
Kentucky					
Louisiana					
Maine	Y				
Maryland	Y				
Massachusetts	Y				
Michigan					
Minnesota	Y				
Mississippi	Y				
Missouri					
Montana	Y				
Nebraska					

**Table B.15: Guidance for Using Accommodations That are *Not* on the “Approved” List (continued)**

<b>State</b>	<b>Seek Approval from State Board or Department of Education</b>	<b>Committee Review</b>	<b>Required Contact</b>	<b>Non-approved Accommodations May Not be Used</b>	<b>Other</b>
Nevada	Y				
New Hampshire	Y				
New Jersey			Y		
New Mexico				Y	
New York					
North Carolina	Y		Y		
North Dakota					
Ohio	Y				
Oklahoma					
Oregon		Y			
Pennsylvania	Y				
Rhode Island	Y				
South Carolina	Y				
South Dakota	Y				
Tennessee	Y				
Texas	Y				
Utah					
Vermont	Y				
Virginia			Y		
Washington	Y				
West Virginia	Y				
Wisconsin	Y	Y			
Wyoming	Y				
<b>Total</b>	<b>29</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>

**Table B.16: Specifications and Descriptions of “Other” Guidance for Using Accommodations That Are *Not* on the “Approved” List**

Alabama	<b>Seek Approval from State Board or Department of Education</b> - Checklists indicate with SDE approval only.
California	<b>Seek Approval from State Board or Department of Education</b> - For unlisted accommodations or modifications, check with the California Department of Education.
Colorado	<b>Committee Review</b> - The district assessment coordinator and special education director must submit a request to the Unit of Student Assessment.
Connecticut	<p><b>Seek Approval from State Board or Department of Education</b> - In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed here will be insufficient to provide access to the standard CMT/CAPT. In these cases, prior to the testing window the district test coordinator must contact the student assessment office for guidance. The district test coordinator will be provided with information regarding the Special Accommodations Petition Process. These special accommodations petitions must be submitted to the State Department of Education in writing, prior to testing, with the necessary documentation to support any request for the use of an accommodation other than those listed here.</p> <p><b>Required Contact</b> - In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed here will be insufficient to provide access to the standard CMT/CAPT. In these cases, prior to the testing window the district test coordinator must contact the student assessment office for guidance. The district test coordinator will be provided with information regarding the Special Accommodations Petition Process. These special accommodations petitions must be submitted to the State Department of Education in writing, prior to testing, with the necessary documentation to support any request for the use of an accommodation other than those listed here.</p>
Florida	<b>Seek Approval from State Board or Department of Education</b> - Each unique accommodation must be approved by the Commissioner of Education prior to its use.
Georgia	<b>Committee Review</b> - Assessment Research and Development Division of the GA department of education.
Hawaii	<b>Seek Approval from State Board or Department of Education</b> - Requires Student Assessment Office review at department of education. If a student is currently receiving a documented accommodation that is not included on the Hawaii State Reading and Mathematics Assessments Accommodations List, the school must submit an Additional Accommodation Request Form to the Student Assessment Section no later than March 13, 2009. The request form will be reviewed before this documented accommodation is approved or disapproved for use by the student during the Hawaii State Reading and Mathematics Assessments.
Idaho	<b>Seek Approval from State Board or Department of Education</b> - Email the testing coordinator at the Idaho State department of education.
Illinois	<b>Other</b> - Any accommodations that were not addressed in the preceding sections may be implemented if they do not invalidate the assessment and are appropriate methods for increasing access for the student with disabilities to demonstrate ability and knowledge. Use of any accommodation during testing should be familiar to the student because the accommodation has been utilized in the student’s instructional programming.

**Table B.16: Specifications and Descriptions of “Other” Guidance for Using Accommodations That Are *Not* on the “Approved” List (continued)**

Kansas	<p><b>Seek Approval from State Board or Department of Education</b> - To use an accommodation other than one listed, contact your district test coordinator who will send the request to Cherie Randall at KSDE.</p> <p><b>Required Contact</b> - To use an accommodation other than one listed, contact your district test coordinator who will send the request to Cherie Randall at KSDE.</p>
Maine	<p><b>Seek Approval from State Board or Department of Education</b> - Contact Susan Smith, MEA Coordinator at susan.smith@maine.gov</p>
Maryland	<p><b>Seek Approval from State Board or Department of Education</b> - The Local Accountability Coordinator must submit to MSDE, for approval, an accommodation beyond those listed in the document.</p>
Minnesota	<p><b>Seek Approval from State Board or Department of Education</b> - Email mde.testing@state.mn.us</p>
Mississippi	<p><b>Seek Approval from State Board or Department of Education</b> - In rare instances, students may require special consideration for an accommodation not provided for in the allowable accommodations approved by the Office of Student Assessment. In such cases, the local school district superintendent or district test coordinator may make a petition for special consideration to the Office of Student Assessment.</p>
Montana	<p><b>Seek Approval from State Board or Department of Education</b> - Seek approval from OPI state assessment director and/or the OPI bilingual specialist.</p>
Nevada	<p><b>Seek Approval from State Board or Department of Education</b> - . . . the district test director must submit a written request for the accommodation to the test security coordinator at the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled test date.</p>
New Jersey	<p><b>Required Contact</b> - Office of Assessment.</p>
New Mexico	<p><b>Non-approved accommodations may not be used</b> - If the requested accommodation is determined to affect the validity of comparability of assessment results or is identified as a modification that is not approved through the PED, the student may test: without accommodations or with allowable accommodations.</p>
Ohio	<p><b>Seek Approval from State Board or Department of Education</b> - Contact the Office of Exceptional Children at 614.466.2650.</p>
Oregon	<p><b>Committee Review</b> - Requests are reviewed by an Accommodations Panel. Decision process for adaptations to become accommodations.</p>
Pennsylvania	<p><b>Seek Approval from State Board or Department of Education</b> - Contact the Pennsylvania Department of Education’s Bureau of Assessment and Accountability if you have questions at (717) 787-4234 or (717) 705-2343.</p>
South Carolina	<p><b>Seek Approval from State Board or Department of Education</b> - The IEP or 504 team may request a certain accommodation (modification) through the district test coordinator (DTC) to be approved by the state.</p>
South Dakota	<p><b>Seek Approval from State Board or Department of Education</b> - Approval from Department of Education.</p>
Tennessee	<p><b>Seek Approval from State Board or Department of Education</b> - Submit a Unique Adaptive Accommodations Request Form to the Department of Education.</p>

**Table B.16: Specifications and Descriptions of “Other” Guidance for Using Accommodations That Are *Not* on the “Approved” List (continued)**

Texas	<b>Seek Approval from State Board or Department of Education</b> - Online accommodations request form.
Vermont	<b>Seek Approval from State Board or Department of Education</b> - Contact the State Department of Education staff to discuss and receive approval for any accommodation not listed on the Table of Standard Test Accommodations.
Virginia	<b>Required Contact</b> - Questions about any accommodations not listed above should be directed to the Division Director of Testing who will consult with Department of Education staff if needed.
Washington	<b>Seek Approval from State Board or Department of Education</b> - For an accommodation not listed above, District Coordinators submit an Exceptional Accommodation form for approval before the state-mandated testing dates. Separate testing location: home based, hospital or other (available for all students submitting a Medical Exemption request).
West Virginia	<b>Seek Approval from State Board or Department of Education</b> - A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment and Accountability (Attention: Vaughn Rhudy) no later than the 3rd Friday in February.
Wisconsin	<b>Seek Approval from State Board or Department of Education</b> - Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill or construct being measured. <b>Committee Review</b> - Submit request to: <a href="http://dpi.wi.gov/oaca/dacforms.html">http://dpi.wi.gov/oaca/dacforms.html</a> .
Wyoming	<b>Seek Approval from State Board or Department of Education</b> - If there are any questions regarding the [accommodations] list, please contact Charlene Turner at the Standards and Assessment Unit, Wyoming Department of Education. 307.777.7322 or <a href="mailto:cturne@educ.state.wy.us">cturne@educ.state.wy.us</a> .

**Table B.17: Guidelines for the Administration of Accommodations Involving a Third Party**

State	No Guidelines	Scribe	Reader	Sign Language Interpreter
Alabama				
Alaska		Y	Y	Y
Arizona				
Arkansas				
California		Y		Y
Colorado		Y	Y	Y
Connecticut			Y	Y
Delaware		Y		Y
District of Columbia	Y			
Florida		Y	Y	
Georgia		Y	Y	Y
Hawaii			Y	Y
Idaho	Y			
Illinois		Y	Y	
Indiana		Y		
Iowa	Y			
Kansas		Y	Y	Y
Kentucky		Y	Y	Y
Louisiana		Y	Y	Y
Maine	Y			
Maryland		Y	Y	Y
Massachusetts		Y	Y	Y
Michigan		Y		
Minnesota		Y		Y
Mississippi		Y		
Missouri		Y		
Montana				
Nebraska		Y	Y	Y
Nevada			Y	
New Hampshire		Y	Y	
New Jersey		Y		Y
New Mexico		Y	Y	Y
New York		Y	Y	Y
North Carolina		Y	Y	Y
North Dakota		Y	Y	Y

**Table B.17: Guidelines for the Administration of Accommodations Involving a Third Party (continued)**

State	No Guidelines	Scribe	Reader	Sign Language Interpreter
Ohio		Y		
Oklahoma	Y			
Oregon		Y	Y	Y
Pennsylvania		Y	Y	Y
Rhode Island		Y	Y	
South Carolina		Y	Y	Y
South Dakota		Y	Y	Y
Tennessee		Y	Y	Y
Texas		Y		
Utah		Y	Y	Y
Vermont		Y	Y	
Virginia		Y	Y	Y
Washington		Y		Y
West Virginia		Y		
Wisconsin		Y		
Wyoming		Y	Y	Y
<b>Total</b>	<b>5</b>	<b>39</b>	<b>29</b>	<b>28</b>



Table B.18A: Presentation Accommodations (1 out of 3)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Read Aloud Passages	Sign Interpret Directions	Sign Interpret Questions	Sign Interpret Passages
Alabama	A	*AI/AC	*AC	*AC	*AC	A	*AC	
Alaska	A	A	A	*AC		*A	*AC	
Arizona	A	A	*A	*AC		*A		
Arkansas	A	A	*AC	*AC	*AC	A		
California	A	A		AC		A	AC	
Colorado	A	A	A	AC	AC	A	AC	AC
Connecticut	A	A	*A	*AC		*A		
Delaware	A	A	AC	A	AC	A	A	AC
District of Columbia	A	A		*AC	*AI	*A		
Florida	A	A	A	*AC		A	*AC	
Georgia	A	*AC/UA		*AC	*AC	A	*AC/UA	*AC
Hawaii	*AI	*AI		*AI/AC	*AI/AC	A		
Idaho	A	*A	A	*AC	*AC	A	A	
Illinois	A	A	A	*AC	*AC	*A		*A
Indiana	A	A	A	*AC		*P	*A	*P
Iowa	A	A	*A	*A		*A	*A	
Kansas	A	*A	*AC	*AC	*AC	*A	*A	*AC
Kentucky			A	A		A	A	
Louisiana	A	A	A	*AC	P	A	*AC	
Maine	A	A	*A	*A	*P	*A	*AC	*P
Maryland	A	A	*AC	AC	*AC	A	*A	*A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

Table B.18A: Presentation Accommodations (1 out of 3) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Read Aloud Passages	Sign Interpret Directions	Sign Interpret Questions	Sign Interpret Passages
Massachusetts	A	A	A	*AC	*AC		*AC	
Michigan	A	A		*AC	*AC	*AC	*A	A
Minnesota	*A	A	A	*AC	AC	A	AC	AC
Mississippi	A	A	*A	*AC				
Missouri	A	A		*AC		*A	AC	
Montana	A	A	*A	*A	*AI	*A	A	
Nebraska	A	A	*A	*A	*A	*A	*A	
Nevada	A	A	*A	*AC		*A		
New Hampshire	*A	*A	*AC	*AC	*AC	A		
New Jersey	A	A	A	*AC	*P	*A	*AC	
New Mexico	A	A	*A	*AC	*AC	*A	*AC	*AC
New York	*A	*A	*AC	*AI//AC	*AC		*A	*A
North Carolina	*A	A	A	*AC	*AC	A	*AC	
North Dakota	A	A	*A	*A	P	*A	*A	
Ohio	A	A	A	*A	*P	A	A	
Oklahoma	A	A		AC		A	AC	
Oregon	*A	*A	A	*AC		*A	*AC	
Pennsylvania	A	A	*A	*AC	P	A	A	
Rhode Island	A	A	AC	*AC	AI	A		
South Carolina	A	A		*AC		*A	*AC	
South Dakota	*A	A		*A	P	*A	*A	*A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.18A: Presentation Accommodations (1 out of 3) (continued)**

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Read Aloud Passages	Sign Interpret Directions	Sign Interpret Questions	Sign Interpret Passages
Tennessee	A	A	A	*AC		A	*A	
Texas	A	A	*A	*AC		*A		
Utah	*A	A	*AC	*AC		*AC	*AC	
Vermont	A	A	AC	*AC		A		
Virginia	A	A	A	*AC		*A	*AC	
Washington	A	A	A	*AC	*A	*A	*A	
West Virginia	*A	*A	*A	*AC	P	*A	A	
Wisconsin	A	A	A	*AC	*AC	A	AC	AC
Wyoming	A	*A	*A	*AC	P	*A	*AC	P
<b>Total</b>	<b>A: 49 AI: 1</b>	<b>A: 47 AI: 1 AI/AC: 1 AC/UA: 1</b>	<b>A: 32 AC: 10</b>	<b>A: 9 AC: 40 AI/AC: 2</b>	<b>A: 2 AC: 17 P: 9 AI: 3 AI/AC: 1</b>	<b>A: 45 AC: 2 P: 1</b>	<b>A: 18 AC: 20 AC/UA: 1</b>	<b>A: 5 AC: 7 P: 3</b>

\* See Table B.19 for specifications of presentation accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

Table B.18B: Presentation Accommodations (2 out of 3)

State	Native Language Translation of Directions	Native Language Translation of Questions	Native Language Translation of Passages	Repeat/ Re-Read/ Clarify Directions	Visual Cues	Administration by Others	Familiar Examiner	Additional Examples
Alabama							*AC	
Alaska				*A	*A		*A	
Arizona	*A	P		A			A	
Arkansas	*P	P	P					
California				A				
Colorado	A	AC	AC					
Connecticut				*A	*A			
Delaware	A	A	AC	A	A			
District of Columbia	*A			*A				
Florida				*A	A		A	A
Georgia				*A			A	
Hawaii				*A				
Idaho	*AI	AI	AI	*A	*A			A
Illinois				*A	*A		A	
Indiana	*P	*P	*P				A	A
Iowa					A			
Kansas	*A	AC	*AC	*A	A			
Kentucky				*AC	A			
Louisiana				A				
Maine							A	
Maryland					A			

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

Table B.18B: Presentation Accommodations (2 out of 3) (continued)

State	Native Language Translation of Directions	Native Language Translation of Questions	Native Language Translation of Passages	Repeat/ Re-Read/ Clarify Directions	Visual Cues	Administration by Others	Familiar Examiner	Additional Examples
Massachusetts				A			A	
Michigan	A	A	A	*A			*A	
Minnesota	*A			A				
Mississippi					*A		*A	
Missouri	*AC	*AC	*AC					
Montana	*A			*A			*A	
Nebraska	*A	*A	*A		*A			
Nevada		*P		*A		*A		
New Hampshire	A						*A	
New Jersey				A	*A		A	
New Mexico	*AC	*AC	*AC	*A	*A		*A	
New York				A	*A			*A
North Carolina								
North Dakota				*A				
Ohio				*AC	A	A	A	
Oklahoma				A	A			
Oregon	*A	AC	A	*A			*AI	
Pennsylvania					A			
Rhode Island	*A					*A	*A	
South Carolina				*A	*A			
South Dakota				*A	A			

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

Table B.18B: Presentation Accommodations (2 out of 3) (continued)

State	Native Language Translation of Directions	Native Language Translation of Questions	Native Language Translation of Passages	Repeat/ Re-Read/ Clarify Directions	Visual Cues	Adminis- tration by Others	Familiar Examiner	Additional Examples
Tennessee				*A	*A			
Texas	A				*AC			
Utah	A	A		*AC	*AC			
Vermont	*A					*A	*A	
Virginia				*A				
Washington	A			*A				
West Virginia								
Wisconsin	*A	AC	AC	A				
Wyoming	A			*A	*A			
<b>Total</b>	<b>A: 18 AC: 2 P: 2 AI: 1</b>	<b>A: 4 AC: 6 P: 4 AI: 1</b>	<b>A: 3 AC: 6 P: 2 AI: 1</b>	<b>A: 31 AC: 3</b>	<b>A: 22 AC: 2</b>	<b>A: 4</b>	<b>A: 17 AC: 1 AI: 1</b>	<b>A: 4</b>

\* See Table B.19 for specifications of presentation accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.18C: Presentation Accommodations (3 out of 3)**

State	Teacher Highlighting	Student Highlighting	Student Reads Test Aloud	Increased Space Between Items	Simplify/ Paraphrase Directions	Tactile Graphics	Prompt/ Encourage Student	Page Turner
Alabama								
Alaska	*A	*A						*A
Arizona					*A			
Arkansas								
California		A			A			
Colorado		A				A		
Connecticut		A					A	
Delaware	AC				AI/AC	A	A	A
District of Columbia								
Florida		*A	*A	*A			*AC	
Georgia	*AC	*AC			*AC/UA	*AC/UA		
Hawaii			*A		*A			
Idaho	*A			*A	*A	A	*A	
Illinois	*A	A	*A					
Indiana					*P			
Iowa						A		
Kansas	*A		*A		*A	A	*A	
Kentucky							*A	
Louisiana	*A							
Maine								

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.18C: Presentation Accommodations (3 out of 3) (continued)**

State	Teacher Highlighting	Student Highlighting	Student Reads Test Aloud	Increased Space Between Items	Simplify/ Paraphrase Directions	Tactile Graphics	Prompt/ Encourage Student	Page Turner
Maryland	*A	*A				A		
Massachusetts							*A	
Michigan							*A	A
Minnesota		A						
Mississippi	*A						*A	
Missouri					*AI/AC			
Montana	*A							
Nebraska	*A		*A	A	*A	*A		
Nevada								
New Hampshire								
New Jersey						*A		
New Mexico					*A			
New York	*A			*A	*A		*A	
North Carolina			A	*AC				
North Dakota	*A				*A	A		
Ohio	*A	*A					*A	
Oklahoma								
Oregon	*AC	*A	*A		*A		*A	AC
Pennsylvania		*A			*A	A		
Rhode Island			*A					

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies



**Table B.18C: Presentation Accommodations (3 out of 3) (continued)**

State	Teacher Highlighting	Student Highlighting	Student Reads Test Aloud	Increased Space Between Items	Simplify/ Paraphrase Directions	Tactile Graphics	Prompt/ Encourage Student	Page Turner
South Carolina	*A	A	*A					
South Dakota					*A			
Tennessee			A					
Texas	*AC		A		*AC	*AC	*A	
Utah	A	A			*AC	*A		
Vermont	*A		*A					
Virginia					*A			
Washington			*A				*A	*A
West Virginia							*AC	
Wisconsin	*A	*AC	*A					A
Wyoming	A	A			A	A		
<b>Total</b>	<b>A: 17 AC: 4</b>	<b>A: 14 AC: 2</b>	<b>A: 14</b>	<b>A: 4 AC: 1</b>	<b>A: 16 AC: 2 P: 1 AI/AC: 2 AC/JA: 1</b>	<b>A: 13 AC: 1 AC/JA: 1</b>	<b>A: 13 AC: 2</b>	<b>A: 5 AC: 1</b>

\* See Table B.19 for specifications of presentation accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations**

Alabama	<p><b>Braille</b> - Considered non-standard on the Stanford 10 and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), resulting in only raw scores reported. Allowed as standard on all other tests.</p> <p><b>Read Aloud Directions</b> - Read aloud test. Not allowed in reading on any test. Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford 10, and Alabama Reading and Mathematics Test (ARMT). Allowed on all other tests.</p> <p><b>Read Aloud Questions</b> - Read aloud test. Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford 10, and Alabama Reading and Mathematics Test (ARMT). Allowed on all other tests. Not allowed in reading on any test.</p> <p><b>Read Aloud Passages</b> - Read aloud test. Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford 10, Alabama Reading and Mathematics Test (ARMT), and Alabama Alternate Assessment (AAA). Allowed on all other tests.</p> <p><b>Sign Interpret Questions</b> - Allowed on the Alabama Alternate Assessment only for students with an IEP.</p> <p><b>Familiar Examiner</b> - Administered by student’s special education teacher. Prohibited on the Alabama Alternate Assessment (AAA). Allowed only for IEP students on all other tests.</p>
Alaska	<p><b>Read Aloud Questions</b> - Reading or signing multi-step math or writing test questions one step at a time.</p> <p><b>Sign Interpret Directions</b> - Allowing student to ask for clarifications on test directions, and clarifying directions by having student restate them.</p> <p><b>Sign Interpret Questions</b> - Signing is allowed as long as the sign does not cue the correct response to a question. Reading or signing multi-step math or writing test questions one step at a time.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Allowing student to ask for clarifications on test directions, and clarifying directions by having student restate them.</p> <p><b>Visual Cues</b> - Masking portions of the test to direct attention to uncovered items.</p> <p><b>Familiar Examiner</b> - Using a specific test proctor (e.g., examinee’s regular or special education teachers).</p> <p><b>Teacher Highlighting</b> - Providing highlighted words in directions.</p> <p><b>Student Highlighting</b> - Allowing student to highlight words except in answer document area.</p> <p><b>Page Turner</b> - Turning pages for student.</p> <p><b>Other</b> - Assisting student in tracking or sequencing test items. Provide written version of oral directions, and present directions via overhead and transparencies except embedded directions. Writing helpful verbs in the directions on the board, or on a separate piece of paper.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Arizona</p>	<p><b>Read Aloud Directions</b> - Read aloud the directions that students read on their own.  <b>Read Aloud Questions</b> - May read aloud in English the writing prompt, mathematics test items, or science test items, as needed upon student request. A test item is described to include the question and corresponding answer choices and any stimulus preceding the item may also be read aloud. Reading aloud items on the Reading test is considered an alternate accommodation and is only available to students with an IEP; use of this accommodation on the Reading test results in scores that are considered invalid for comparison and accountability purposes; results will not be included in aggregate results at the school, district and state level, and students will not count as having tested for AYP purposes.  <b>Sign Interpret Directions</b> - Or sign the directions that students read on their own.  <b>Native Language Translation of Directions</b> - Exact oral translation of the scripted directions or the directions that students read on their own as needed upon request. Only the verbal directions stated by the Test Administrator and the written directions that the student is expected to read may be orally translated into the student’s native language. The translation must be an exact translation which is as close to verbatim as possible, and translation is to be provided on an as needed basis only. Students must request the translation. Translations that paraphrase, simplify, or clarify directions are not permitted. Written translations are not permitted. Translation of test items is not permitted.  <b>Simplify/Paraphrase Directions</b> - Simplify language in the scripted directions in English.  <b>Other</b> - Translations that paraphrase, simplify, or clarify directions are not permitted. Written translations are not permitted.</p>
<p>Arkansas</p>	<p><b>Read Aloud Directions</b> - Reading of the math/writing/science test. Important: No portion of the reading test may be read to any student.  <b>Read Aloud Questions</b> - Reading of the math/writing/science test. Important: No portion of the reading test may be read to any student.  <b>Read Aloud Passages</b> - Reading of the math/writing/science test. Important: No portion of the reading test may be read to any student.  <b>Native Language Translation of Directions</b> - Accommodations that currently are not available: languages other than English.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Connecticut	<p><b>Read Aloud Directions</b> - Or student may also have screen reader read this content. Summary of use: May be used for CMT Math, CMT Science, CMT Editing &amp; Revising (Screen Reader only) and CAPT Math, CAPT Science, CAPT Interdisc. Writing, CAPT Editing/Revising (Screen Reader only). Read or clarify test directions for ELLs in English.</p> <p><b>Read Aloud Questions</b> - Students may also have CMT and CAPT Mathematics, and Science and the CAPT Interdisciplinary Writing test items read to them because these items are not designed to measure reading . . . students having this accommodation must be tested individually or in small groups of no more than five students. Or student may have screen reader read this content. Summary of use: May be used for CMT Math, CMT Science, CMT Editing &amp; Revising (Screen Reader only) and CAPT Math, CAPT Science, CAPT Interdisc. Writing, CAPT Editing/Revising (Screen Reader only).</p> <p><b>Sign Interpret Directions</b> - A sign language interpreter may assist in test administration by giving directions and clarifying information as allowed in the CMT/CAPT Test Examiner’s Manual.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - May clarify directions for ELLs.</p> <p><b>Visual Cues</b> - All students are allowed to make notes in the margins of their test booklets. They may underline with a pencil or a highlighter to note key points or keep their place. As necessary, students may use a piece of oak tag or point to reduce the visual field and/or to keep their place while working in the test booklet.</p> <p><b>Other</b> - Student may have a screen reader instead of staff to read directions in all content areas, or the questions for math, science and writing. Those students accomplished in screen reading technology may also use this accommodation on the Editing &amp; Revising subtest on both the CMT and CAPT.) The Editing &amp; Revising subtest MAY NOT be read to any student.) English Language Learners may use screen reader for editing/revising.</p>
District of Columbia	<p><b>Read Aloud Questions</b> - Assisted reading of comprehension passages on reading test. Assisted reading of entire reading comprehension test including passages, questions and answer options. Listed as an accommodation that results in a non-standard condition in which students require on-going assistance in taking the test.</p> <p><b>Read Aloud Questions</b> - Reading of test questions (math only).</p> <p><b>Read Aloud Passages</b> - Assisted reading of comprehension passages on reading test. Assisted reading of entire reading comprehension test including passages, questions and answer options. Listed as an accommodation that results in a non-standard condition in which students require on-going assistance in taking the test.</p> <p><b>Sign Interpret Directions</b> - Interpretation of oral directions (signing cued speech) although test questions may not be interpreted.</p> <p><b>Native Language Translation of Directions</b> - On the spot translation of words or phrases, when practical (math only). Assistance with interpretation of directions.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repetition of directions.</p> <p><b>Simplify/Paraphrase Directions</b> - Simplification of oral directions approved.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Florida</p>	<p><b>Read Aloud Questions</b> - Oral presentation of the topic (prompt) on the writing test and all mathematics and science items; passages and items on the reading test must be read by the student through visual or tactile means; test administrator may also read all mathematics and science questions; test questions may not be reworded, summarized. Also-Planning FCAT Accommodation audio-taped directions and test items other than reading items are allowed.</p> <p><b>Sign Interpret Questions</b> - Signed presentation of the topic (prompt) on the writing test and all mathematics and science items; passages and items on the reading test must be read by the student through visual or tactile means.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Directions repeated, summarized, or clarified.</p> <p><b>Student Highlighting</b> - Use of a highlighter or highlighter tape to mark key words and phrases in directions, questions, and passages; if a highlighter is used at grade levels where the test questions and answers are in the same book, the answers must be transcribed into a separate book; if highlighting marks are found on an answer document, the student’s answers must be transcribed.</p> <p><b>Student Reads Test Aloud</b> - Students may have the opportunity to paraphrase or repeat directions to show understanding.</p> <p><b>Increased Space Between Items</b> - Fewer items placed on each page or increased spacing between test items; requires prior approval by commissioner of education. Provide reading passages with one complete sentence per line.</p> <p><b>Prompt/Encourage Student</b> - Verbal encouragement (e.g., “keep working,” “make sure to answer every question”); may not be used to cue a student regarding correct/incorrect responses - it is alright as general encouragement to continue working.</p> <p><b>Other</b> - Tabbed or modified pages for easy turning; requires special approval from the commissioner of education. Limited assistance may be provided by ESOL or heritage language teacher including answering student questions about the general test directions in the student’s heritage language; on the mathematics and science tests and writing prompt, limited assistance may be provided to answer specific questions about a word or phrase, but this is not allowed on the reading test. Printed copy of the directions read by the teacher from the FCAT administration script. Fewer items on the page. Reading passages with one complete sentence per line. Approval required.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Georgia</p>	<p><b>Braille</b> - Considered nonstandard on the Norm-Referenced Test (NRT), standard on all other tests.</p> <p><b>Read Aloud Questions</b> - Considered nonstandard on the reading comprehension and vocabulary subtests of the Norm-Referenced Test (NRT). Standard on all other tests.</p> <p><b>Read Aloud Passages</b> - Considered conditional on the Criterion-Referenced Competency Tests (CRCT): only allowed in grades 3-8, for students who have a specific disability that severely limits or prevents them from decoding text and the student has access to printed materials only through a reader. Considered nonstandard on the reading comprehension and vocabulary subtests of the Norm-Referenced Tests (NRT). Only allowed in writing on the ACCESS for ELLS. Allowed as standard on all other tests.</p> <p><b>Sign Interpret Questions</b>- Considered nonstandard on the Norm-Referenced Test (NRT) and standard on all other tests.</p> <p><b>Sign Interpret Passages</b> - Sign reading passages. Prohibited on the ACCESS for ELLS. Considered nonstandard on the Norm-Referenced Test (NRT). Considered conditional on the Criterion-Referenced Competency Tests: only allowed in grades 3-8 for students who are deaf and who access printed materials only through a sign-language interpreter. Standard on all other tests.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repetition of directions (in English only).</p> <p><b>Teacher Highlighting</b> - Use directions that have been marked by teacher. Allowed only on ACCESS for ELLS.</p> <p><b>Student Highlighting</b> - Use of highlighter by student; allowed for ACCESS Listening, Reading, and Writing, but not allowed for ACCESS Speaking. Prohibited on all other tests.</p> <p><b>Simplify/Paraphrase Directions</b> - Explain or paraphrase the directions for clarity (in English only). Considered nonstandard on the Norm-Referenced Test (NRT) but standard on all other tests.</p> <p><b>Tactile Graphics</b> - Considered nonstandard on the Norm-Referenced Test (NRT), standard on all other tests.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Hawaii	<p><b>Large Print</b> - Has scoring implications for norm-referenced test.</p> <p><b>Braille</b> - Has scoring implications for norm-referenced test.</p> <p><b>Read Aloud Questions</b> - To receive this accommodation, the student is a non-reader who will never be able to read any sentences at any grade level throughout his or her life; the student accesses all printed materials for every subject via an audio format all of the time during classroom instruction. This accommodation results in non-comparable scores for norm-referenced assessment.</p> <p><b>Read Aloud Passages</b> - To receive this accommodation, the student is a non-reader who will never be able to read any sentences at any grade level throughout his or her life; the student accesses all printed materials for every subject via an audio format all of the time during classroom instruction. This accommodation on the norm-referenced test results in non-comparable scores.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repeating official directions in English only as many times as needed, regardless of whether a student raises his or her hand to request assistance.</p> <p><b>Student Reads Test Aloud</b> - Reading passages, mathematics problems, and related test questions aloud to self in an individual setting.</p> <p><b>Simplify/Paraphrase Directions</b> - Population that may receive accommodation includes Hawaiian language immersion students. Explaining directions in English only, using simplified vocabulary, as many times as needed, regardless of whether a student raises his or her hand to request assistance. The Test Administrator may ask a student if the student understands the directions and needs additional explanations.</p> <p><b>Other</b> - Any student may raise his or her hand to request assistance in reading a mathematics problem and a related test question; not allowed for any passage or related test questions in the reading sessions.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Idaho	<p><b>Braille</b> - Braille and/or Nemeth Braille code.</p> <p><b>Read Aloud Questions</b> - Not to be used on sections measuring reading ability.</p> <p><b>Read Aloud Passages</b> - Reading a reading test to a student is an adaptation. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. Coding the student in the SEF file will activate the audio accommodation for students whose IEPs allow for science, math, and language usage tests to be read aloud to the student.</p> <p><b>Native Language Translation of Directions</b> - Translating the entire test into student's native language is an adaptation. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. For LEP students, provide audio-taped test directions in native language (not test item directions). For LEP students, provide oral/written test directions (not test item directions) in native language (provide translation of directions).</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - For LEP students, clarify/explain test directions in English, or native language (not test item directions); explain the test administration directions to the student any time during the test.</p> <p><b>Visual Cues</b> - On the answer form, includes arrows and stop signs (for example, using cues on the answer form).</p> <p><b>Teacher Highlighting</b> - Highlighting key words or phrases in the (not in the test item directions).</p> <p><b>Increased Space Between Items</b> - Increasing the spaces between the items, reducing the number of items per page or line, or using one complete sentence per line in reading passages. Increased spaces on answer sheet, wider lines or margins.</p> <p><b>Simplify/Paraphrase Directions</b> - For LEP students, simplify language to clarify or explain the test directions (not test item directions), or paraphrasing. Simplifying the language to clarify or explain the directions.</p> <p><b>Prompt/Encourage Student</b> - Prompting the student to stay focused on the test, move ahead or read entire item.</p> <p><b>Other</b> - Answering questions about test items any time during the test, even without giving the answers. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. Defining words for the student is an adaptation. For LEP students, provision for student restatement of test directions (not test item directions) in his or her own words. Student repeats and explains directions to check for understanding. For LEP students, Clarifying, translating, or re-reading test items and test item directions is an adaptation. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. Increasing the size of the answer bubbles. Answering the questions about the test directions and the items. Locating the answer bubbles directly along side of the choices in multiple choice exams. Writing helpful verbs in the directions on the board or on a separate piece of paper. Computer reads directions and/or items. Human readers will be allowed for math, science, and language usage for paper and pencil, large print and Braille accommodated versions.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Illinois	<p><b>Read Aloud Questions</b> – CD, oral presentation. ISAT, math and science only. PSAE, all subjects.</p> <p><b>Read Aloud Passages</b> – CD, Oral presentation. Not allowed for Reading. ISAT, math and science only. PSAE, all subjects.</p> <p><b>Sign Interpret Directions</b> - Exact English Signing (EES) of directions on grade 11 PSAE. Also is allowed signing of directions and test items in sign language other than EES.</p> <p><b>Sign Interpret Passages</b> - Exact English Signing (EES) of directions and test items, for grade 11 PSAE, ISAT, math, science, and writing.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Clarify directions.</p> <p><b>Visual Cues</b> - Providing cues (arrows or stop signs) on test booklets or answer documents.</p> <p><b>Teacher Highlighting</b> - Highlighting of key word or phrases in directions only. <b>Student Highlighting</b> - Highlighter. Students may highlight words, phrases, or sentences in the test. Students should not use highlighters on their written answers to short-response or extended-response questions.</p> <p><b>Student Reads Test Aloud</b> - Student reading aloud to self (must be individual administration to avoid distraction of others).</p> <p><b>Other</b> - Teacher faces test-taker. Audiocassette of test. Emphasis may be given on key words in directions. Student repeats the directions to verify understanding. Fewer items per page.</p>
Indiana	<p><b>Read Aloud Questions</b> - May have questions read to the student. Oral presentation accommodation is never an appropriate accommodation for the reading comprehension sections; all ELA test questions are read to the student except those that measure reading comprehension.</p> <p><b>Sign Interpret Directions</b> - Assessment is provided in a language other than English.</p> <p><b>Sign Interpret Questions</b> - Questions are signed to the student by the teacher or through an interpreter.</p> <p><b>Sign Interpret Passages</b> - Assessment is provided in a language other than English.</p> <p><b>Native Language Translation of Directions</b> - Assessment is provided in a language other than English.</p> <p><b>Native Language Translation of Questions</b> - Assessment is provided in a language other than English.</p> <p><b>Native Language Translation of Passages</b> - Assessment is provided in a language other than English.</p> <p><b>Simplify/Paraphrase Directions</b> - Language in the directions is reduced in complexity. Word problems in the mathematical assessment use language which is reduced in complexity.</p> <p><b>Other</b> - Student is provided color-coded prompts for mathematical problems. Student uses a talk assistive technology device, (under presentation format).</p>
Iowa	<p><b>Read Aloud Directions</b> - Document states human reader; implied read aloud directions.</p> <p><b>Read Aloud Questions</b> - Document states human reader; implied read aloud questions.</p> <p><b>Sign Interpret Directions</b> - Document states sign language; inferred sign interpret directions.</p> <p><b>Sign Interpret Questions</b> - Document states sign language; inferred sign interpret questions.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Kansas</p>	<p><b>Braille</b> - This includes Nemeth Code for math and science.</p> <p><b>Read Aloud Directions</b> - May be used for English or Spanish versions if available (Spanish versions are noted separately as accommodations in their own right). Reader is not allowed to translate. A student who needs this accommodation must have documentation in: a Pre-intervention plan, an ELL plan, a 504 plan, or an IEP. The read-aloud is for a student who needs the entire assessment (except the reading passage) read to him. It does not refer to an adult reading a single word, a single distracter (sic), a single stem, or a single question to the student. The student must have the read-aloud accommodation provided in the classroom on a regular basis for both instructional material and assessments/tests. See document for details on best practice. It is generally allowed at the teacher’s discretion to allow a single word, distracter, stem, or question to be pronounced and this does not require special coding as an accommodation. Scripts for the general assessment as well as for the KAMM have been prepared for readers to follow for the mathematics, reading, and science assessments. They include all text and labels that may be read aloud. The scripts must be used for the read-aloud accommodation. Two options exist for KCA read-aloud: scripts and computer voice. CETE has been able to obtain the use of KCA voice for a small fee to users. Those who choose KCA voice will only be able to use it with KCA software, and it will not be available at this time on the formative assessment. If KCA voice is chosen, the entire text of the questions and answer choices will be read to the student. Students will not be able to highlight special segments of a question. The voice will not be available for the reading passage. Districts and buildings may choose to use entirely read-aloud, entirely KCA voice, or a combination of both. On the CETE, new option: KCA Audio Order Form. KCA form is used with KCA voice. Unlike human read-aloud, KCA voice is not given with option of paper-and-pencil, and not given with the option of small groups of three or less.</p> <p><b>Read Aloud Questions</b> - Allowed for English or Spanish versions. The population is not specified. A student who needs this accommodation must have documentation in: a Pre-intervention plan, an ELL plan, a 504 plan, or an IEP. The read-aloud is for a student who needs the entire assessment (except the reading passage) read to him. It does not refer to an adult reading a single word, a single distracter (sic), a single stem, or a single question to the student. The student must have the read-aloud accommodation provided in the classroom on a regular basis for both instructional material and assessments/tests. See document for details on best practice. It is generally allowed at the teacher’s discretion to allow a single word, distracter, stem, or question to be pronounced and this does not require special coding as an accommodation. Scripts for the general assessment as well as for the KAMM have been prepared for readers to follow for the mathematics, reading, and science assessments. They include all text and labels that may be read aloud. The scripts must be used for the read-aloud accommodation. Two options exist for KCA read-aloud: scripts and computer voice. CETE has been able to obtain the use of KCA voice for a small fee to users. Those who choose KCA voice will only be able to use it with KCA software, and it will not be available at this time on the formative assessment. If KCA voice is chosen, the entire text of the questions and answer choices will be read to the student. Students will not be able to highlight special segments of a question. The voice will not be available for the reading passage. Districts and buildings may choose to use entirely read-aloud, entirely KCA voice, or a combination of both. On the CETE, there will be a new option: KCA Audio Order Form. KCA form is used with KCA voice. Unlike human read-aloud, KCA voice is not given with option of paper-and-pencil, and not given with the option</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Kansas (Cont'd)</p>	<p><b>Sign Interpret Directions</b> - If directions were signed to student; may also want extended time with this accommodation.</p> <p><b>Sign Interpret Questions</b> - Specifics on what portions may be signed for each subject.</p> <p><b>Sign Interpret Passages</b> - No part of the Passages on the Kansas Reading Assessment May be Signed. An interpreter may sign all parts of the Kansas Mathematics, Science, and History-Government (Social Studies) Assessments. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described, but should also be available in print or tactile formats.</p> <p><b>Native Language Translation of Directions</b> - This accommodation may also be read aloud.</p> <p><b>Native Language Translation of Passages</b> - As appropriate and applicable to the assessment, a translated version is used; unclear if writing assessment has passages. Calculators allowed. On the electronic Spanish math version of KCA, this is only appropriate if student has received math instruction in Spanish.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repeat questions.</p> <p><b>Teacher Highlighting</b> - Highlight key words in directions.</p> <p><b>Student Reads Test Aloud</b> - If the student read the assessment to a tape recorder and played it back to himself.</p> <p><b>Simplify/Paraphrase Directions</b> - Give short and simple directions.</p> <p><b>Prompt/Encourage Student</b> - Frequent cuing and prompting for engagement; cue student to begin working and stay on task.</p> <p><b>Other</b> - Have student repeat and explain directions to check for understanding. Allow student multiple reads. Repeat questions and responses from classmates. Student uses printed screenshots of the KAMM. If a student also needs a Spanish hard copy version, the district must order screen-shots of the Spanish KCA from CETE. Screen shots are not considered a response accommodation although two people transfer answers to KCA. Students who need access to both Spanish and English and take the Spanish KCA, may refer to an English paper/pencil test.</p>
<p>Kentucky</p>	<p><b>Repeat/Re-Read/Clarify Directions</b> - Paraphrasing for the state assessment includes repeating or rephrasing the on-demand tasks, directions, prompt, or situation; this shall include breaking directions and sentences into parts or segments or using similar words or phrases, but shall not include defining words or concepts or telling a student what to do first, second, etc. Stories (reading passages) and content passages may not be paraphrased.</p> <p><b>Prompt/Encourage Student</b> - Prompting or cueing strategies (e.g. verbal or non-verbal cues to begin or refocus on the task).</p> <p><b>Other</b> - Reinforcement and behavior modification strategies.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Louisiana	<p><b>Read Aloud Questions</b> - The Reading and Responding session of the English Language Arts Test on LEAP 21 and GEE 21, Reading Comprehension on ITBS and the old GEE, and Ability to Interpret Literary Materials on ITED may not be read aloud; it is a breach of test security to read aloud the Reading and Responding session, which results in an invalid score.</p> <p><b>Sign Interpret Questions</b> - The Reading and Responding session of the English Language Arts Test on LEAP 21 and GEE 21, Reading Comprehension on ITBS and the old GEE, and Ability to Interpret Literary Materials on ITED may not be signed; a score obtained by signing the reading test would offer no information about a student’s reading ability and thus be invalid.</p> <p><b>Teacher Highlighting</b> - Highlighting the task or verbs in the directions.</p> <p><b>Other</b> - Assisting the student in tracking the test items.</p>
Maine	<p><b>Read Aloud Directions</b> - A human reader may be used for a student whose inability to read would hinder performance in Mathematics, or Science. For the Reading sessions, a human reader may be used only for questions/answer choices and directions, not for the reading passages</p> <p><b>Read Aloud Questions</b> - A human reader may be used for a student whose inability to read would hinder performance in Mathematics, or Science. For the Reading sessions, a human reader may be used only for questions/answer choices and directions, not for the reading passages</p> <p><b>Read Aloud Passages</b> - A human reader may be used for a student whose inability to read would hinder performance in Mathematics, or Science. For the Reading sessions, a human reader may be used only for questions/answer choices and directions, not for the reading passages</p> <p><b>Sign Interpret Directions</b> - Trained personnel may use sign language to administer the test. For reading sessions, sign language may be used only for directions and most questions/answer choices, not for reading passages. Questions/answer choices, assessing vocabulary any content area may not be signed.</p> <p><b>Sign Interpret Questions</b> - Policy states using sign language for reading sessions; sign language may be used only for questions and directions, not for reading passages.</p> <p>Trained personnel may use sign language to administer the test. For reading sessions, sign language may be used only for directions and most questions/answer choices, not for reading passages. Questions/answer choices, assessing vocabulary any content area may not be signed.</p> <p><b>Sign Interpret Passages</b> - Trained personnel may use sign language to administer the test. For reading sessions, sign language may be used only for directions and most questions/answer choices, not for reading passages. Questions/answer choices, assessing vocabulary any content area may not be signed.</p> <p><b>Other</b> - Using administrator verification of student understanding following the reading of test directions.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Maryland	<p><b>Read Aloud Directions</b> - Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of: 1) the Maryland School Assessment in Reading, grade 3 only. . . students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a sub-score for standard 1, general Reading processes; and 2) the Maryland Functional Reading Test. Does not distinguish between or specify reading directions, questions, or passages.</p> <p><b>Read Aloud Passages</b> - Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of: 1) the Maryland School Assessment in Reading, grade 3 only. . . students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary Reading material) but will not receive a sub-score for standard 1, general Reading processes; and 2) the Maryland Functional Reading Test. Does not distinguish between or specify reading directions, questions, or passages.</p> <p><b>Sign Interpret Questions</b> - Does not specify or differentiate between directions, questions, or passages.</p> <p><b>Sign Interpret Passages</b> - Does not specify or differentiate between directions, questions, or passages.</p> <p><b>Teacher Highlighting</b> - Visual organizers include highlighters.</p> <p><b>Student Highlighting</b> - Visual organizers include highlighters.</p>
Massachusetts	<p><b>Read Aloud Questions</b> - Test administrator may read aloud the ELA composition writing prompt or the mathematics, science and technology/engineering, or history and social science passages and test items to the student; reading aloud the ELA reading comprehension test is considered a non-standard accommodation</p> <p><b>Read Aloud Passages</b> - Test administrator may read aloud the ELA composition writing prompt or the mathematics, science and technology/engineering, or history and social science passages and test items to the student; reading aloud the ELA reading comprehension test is considered a non-standard accommodation.</p> <p><b>Sign Interpret Questions</b> - Test administrator may sign the ELA composition writing prompt or the mathematics, science and technology/engineering, or history and social science passages and test items to the student; signing the ELA reading comprehension test is considered a non-standard accommodation.</p> <p><b>Prompt/Encourage Student</b> - Redirect the student’s attention to the test.</p> <p><b>Other</b> - The test administrator assists the student in tracking test items (e.g., moving from one test question to the next).</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Michigan	<p><b>Read Aloud Questions</b> - Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student. Nonstandard or not applicable for all but MI-Access Functional Independence Assessment.</p> <p><b>Read Aloud Passages</b> - Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment.</p> <p><b>Sign Interpret Directions</b> - Sign the English Language arts assessments, ELPA Listening, Speaking, Reading and Writing parts. Not applicable or nonstandard on all assessments but the ELPA for students with IEPs and 504 plans.</p> <p><b>Sign Interpret Questions</b> - Sign the mathematics, science, and social studies assessments.</p> <p><b>Native Language Translation of Directions</b> - Reading all directions to the student in the student’s native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., using the student’s native language in a school setting).</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Students asking for clarification of directions.</p> <p><b>Familiar Examiner</b> - Administration of the assessment by Bilingual/ESL staff, or similarly qualified person.</p> <p><b>Prompt/Encourage Student</b> - Provide visual, auditory or physical cues to student to begin, maintain, or finish task.</p> <p><b>Other</b> - Provision for student restatement of directions in the student’s own words. Any assessment administration not directly supervised by a school district professional. Emphasis on key words in directions. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP, ELA, MI-Access ELA Expressing Ideas assessment, or the ELPA Listening, Writing, and Speaking sections.</p>
Minnesota	<p><b>Large Print</b> - Any monitor screen size may be used for computer-delivered assessments.</p> <p><b>Read Aloud Questions</b> - Test monitor reads writing prompt aloud to student.</p> <p><b>Native Language Translation of Directions</b> - A bilingual word-to-word dictionary contains mathematical and scientific terms in English and in the first language of a given learner. Not allowed for the Mathematics BST, but is permitted on the MTELL, Mathematics MCA-II, GRAD, and Science MCA-II.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Mississippi	<p><b>Read Aloud Directions</b> - Read the test directions (but not the test items) to individual students or the group.</p> <p><b>Read Aloud Questions</b> - Not allowed for the reading sections in MCT2-Reading and English II Multiple Choice, Vocabulary/Reading. Not allowed on the MCT2 test, grades 3-8.</p> <p><b>Visual Cues</b> - Provide cues (e.g., arrows and stop signs) on answer document in pencil. Cueing is assisting the student in focusing student’s attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in answer choices.</p> <p><b>Familiar Examiner</b> - With a familiar teacher.</p> <p><b>Teacher Highlighting</b> - Highlight key words or phrases in directions (e.g., complete sentences, show your work).</p> <p><b>Prompt/Encourage Student</b> - Clue student to stay on task.</p>
Missouri	<p><b>Read Aloud Questions</b> - Oral reading of assessment. (Not permissible for English II.) The test examiner reads items verbatim to the student in isolated setting so that other students will neither benefit nor be disturbed. Oral reading, oral reading in native language, or the use of bilingual dictionary during the English II assessment will result in the LOSS (Lowest Obtainable Scale Score). Does not invalidate the test for blind/partial sight students who cannot read Braille.</p> <p><b>Sign Interpret Directions</b> - A certified sign language interpreter or deaf education instructor signs the Algebra I or Biology test (directions and test items are allowed) or the directions only of the English II test to the student.</p> <p><b>Native Language Translation of Directions</b> - Oral reading in native language. (Not permissible for English II.) Oral reading in native language during the English II assessment will result in the Lowest Obtainable Scale Score.</p> <p><b>Native Language Translation of Questions</b> - Oral reading in native language. (Not permissible for English II.) Oral reading in native language during the English II assessment will result in the Lowest Obtainable Scale Score.</p> <p><b>Native Language Translation of Passages</b> - Oral reading in native language. (Not permissible for English II.) Oral reading in native language during the English II assessment will result in the Lowest Obtainable Scale Score.</p> <p><b>Simplify/Paraphrase Directions</b> - Paraphrasing. The test examiner paraphrases questions to help the student understand in an isolated setting. Terms may be defined as long as they: 1) are not the actual concept of content being assessed, 2) would not give clues, or 3) would not disclose the answer. Paraphrasing test questions invalidates all EOC assessment student scores for accountability purposes.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>Montana</p>	<p><b>Read Aloud Directions</b> - Oral Presentation Science and Mathematics: Tests were read to the student by the Test Administrator. For the reading test, reading passages may not be read aloud. Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.</p> <p><b>Read Aloud Questions</b> - Oral Presentation Science and Mathematics: Tests were read to the student by the Test Administrator. For the reading test, reading passages may not be read aloud. Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.</p> <p><b>Read Aloud Passages</b> – Nonstandard. Reading aloud the reading passages to a student or the student uses test-reader software for reading passages. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.</p> <p><b>Sign Interpret Directions</b> - Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).</p> <p><b>Native Language Translation of Directions</b> - Test directions support: An administrator assisted students in understanding test directions, including giving directions in native language.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Test directions with verification: an administrator gave test directions with verification (by using a highlighter) so that the student understood them.</p> <p><b>Familiar Examiner</b> - Change in personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).</p> <p><b>Teacher Highlighting</b> - Test directions with verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Nebraska	<p><b>Read Aloud Directions</b> – A qualified person may be provided to read orally to students who are unable to decode text visually. May also be presented via audio tape.</p> <p><b>Read Aloud Questions</b> - A qualified person may be provided to read orally to students who are unable to decode text visually. May also be presented via audio tape.</p> <p><b>Read Aloud Passages</b> - A qualified person may be provided to read orally to students who are unable to decode text visually. May also be presented via audio tape.</p> <p><b>Sign Interpret Directions</b> - Sign language interpreters may be required for students who are deaf or hard of hearing.</p> <p><b>Sign Interpret Questions</b> - Sign language interpreters may be required for students who are deaf or hard of hearing.</p> <p><b>Native Language Translation of Directions</b> - Provide a language interpreter.</p> <p><b>Native Language Translation of Questions</b> - Provide a language interpreter.</p> <p><b>Native Language Translation of Passages</b> - Provide a language interpreter.</p> <p><b>Visual Cues</b> - Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).</p> <p><b>Teacher Highlighting</b> - Key words or phrases in directions highlighted.</p> <p><b>Student Reads Test Aloud</b> - Allow student to quietly read aloud.</p> <p><b>Simplify/Paraphrase Directions</b> - Simplify language in directions and read multi-step directions in small portions.</p> <p><b>Tactile Graphics</b> - Tactile graphic images provide graphic information through fingers instead of eyes.</p> <p><b>Other</b> - One complete sentence per line in reading passages. Provide clear copies of assignments and assessments. Provide useful strategies for decoding, vocabulary, or comprehension. Read directions to the student and have student repeat directions.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Nevada	<p><b>Read Aloud Directions</b> - Read or reread aloud the directions located at the beginning of the test, word for word, in English, as needed.</p> <p><b>Read Aloud Questions</b> - Read the mathematics test(s) word for word, text only, in English, to the student. It is not permissible to verbalize, explain, sign, or define mathematical symbols, or to paraphrase or explain any part of the test. Read the science test(s) word for word, text only, in English, to the student. It is not permissible to verbalize, explain, sign, or define scientific symbols, or to paraphrase or explain any part of the test. Read the writing prompt word for word, in English, to the student. No help can be given on responding to the prompt, nor may the prompt of any part of it be translated into another language. Read the ITBS/ITED Language test(s) (i.e., Spelling, Capitalization, Punctuation, Usage and Expression, or Revising Written Materials tests) word for word, in English, to the student. It is not permissible to read any portion of a reading test or vocabulary test to the student (other than the directions located at the beginning of the test). Never allowed for Section 504 students: Test administrator or proctor reading the CRT or HSPE in Reading, or the ITBS/ITED Reading Comprehension or Vocabulary test to the student in any language (includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech).</p> <p><b>Sign Interpret Directions</b> - Provide directions located at the beginning of the test, word for word, in English, to a student in sign language.</p> <p><b>Native Language Translation of Questions</b> - Never allowed for Section 504 Students: Test administrator or proctor reading the writing prompt, or the math, science, or ITBS/ITED Language test to the student in a language other than English.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Read or reread aloud the directions located at the beginning of the test, word for word, in English, as needed.</p> <p><b>Administration by Others</b> - Provide test administration by a specific individual (e.g., special education teacher, guidance counselor).</p> <p><b>Other</b> - Provide directions located at the beginning of the test, word for word, in English, on a separate sheet for the student to use as needed.</p>
New Hampshire	<p><b>Large Print</b> - Large-print responses must be transcribed by school personnel, exactly as written by the student, in the Student answer Booklet.</p> <p><b>Braille</b> – Uncontracted (younger, beginning Braille users) and contracted Braille users are available. Braille responses must be transcribed by school personnel, exactly as written by the student, into the Student Answer Booklet.</p> <p><b>Read Aloud Directions</b> - Test and directions are read aloud to student (math, science, and writing only). Reading the reading test to the student invalidates all reading sessions.</p> <p><b>Read Aloud Questions</b> - Test and directions are read aloud to student (math, science, and writing only). Reading the reading test to the student invalidates all reading sessions.</p> <p><b>Read Aloud Passages</b> - Test and directions are read aloud to student (math, science, and writing only). Reading the reading test to the student invalidates all reading sessions.</p> <p><b>Familiar Examiner</b> - Administer the test with special education personnel.</p> <p><b>Other</b> - Student reads test and directions aloud to self. Teacher underlines key information in directions (only teacher, not subs or paraprofessionals).</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

New Jersey	<p><b>Read Aloud Questions</b> - Reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy; you may read the reading questions).</p> <p><b>Read Aloud Passages</b> - Reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy; you may read the reading questions.)</p> <p><b>Sign Interpret Directions</b> - Using an examiner who can communicate fluently in sign language (American Sign Language or a form of manually coded English).</p> <p><b>Sign Interpret Questions</b> - Using a sign language or cued speech interpreter for administration of directions or questions but not reading passages.</p> <p><b>Visual Cues</b> - Using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test.</p> <p><b>Tactile Graphics</b> - Using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test.</p> <p><b>Other</b> - Providing written directions on a separate sheet or transparency.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>New Mexico</p>	<p><b>Read Aloud Directions</b> - Tape recording of test directions, stimulus material, test items, or answer choices. Reading aloud of test directions, stimulus material, test items, or answer choices. Reading aloud or tape recording of the directions only for the Reading assessment. Tape recording of test directions, stimulus material, test items, or answer choices. Reading aloud of test directions, stimulus material, test items, or answer choices.</p> <p><b>Read Aloud Questions</b> - Tape recording of test directions, stimulus material, test items, or answer choices. Reading aloud of test directions, stimulus material, test items, or answer choices. Reading aloud in the student’s native language or translation of test directions, stimulus material, test items, or answer choices.</p> <p><b>Read Aloud Passages</b> - Reading aloud or tape recording of stimulus material, test items, or answer choices. Tape recording of test directions, stimulus material, test items, or answer choices. Reading aloud of test directions, stimulus material, test items, or answer choices.</p> <p><b>Sign Interpret Directions</b> - Signing of the directions only for the Reading assessments. Signing of the test directions, stimulus material, test items, or answer choices. Signing of the entire assessment, including word problems.</p> <p><b>Sign Interpret Questions</b> - Signing of the entire assessment, including word problems. Signing of stimulus material, test items, or answer choices.</p> <p><b>Sign Interpret Passages</b> - Signing of stimulus material, test items, or answer choices. Signing of the entire assessment, including word problems. Signing of the test directions, stimulus material, test items, or answer choices.</p> <p><b>Native Language Translation of Directions</b> - Reading aloud or translation into the student’s native language of the directions only for the Reading assessments. Directions read in English and clarified in native language; non-standard administration.</p> <p><b>Native Language Translation of Questions</b> - Reading aloud in the student’s native language or translation of stimulus material, test items, or answer choices. Oral or written directions provided in native language; non-standard.</p> <p><b>Native Language Translation of Passages</b> - Reading aloud in the student’s native language or translation of stimulus material, test items, or answer choices.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Rereading the test directions in the DFA to all students when requested by any student. (This does not permit reading the test directions aloud for individual students).</p> <p><b>Visual Cues</b> - Use of place markers to maintain place.</p> <p><b>Familiar Examiner</b> - Administration of the assessment with or without accommodations by qualified individuals other than the student’s usual teacher(s).</p> <p><b>Simplify/Paraphrase Directions</b> - Paraphrasing the directions only.</p> <p><b>Other</b> - Paraphrase stimulus material, test items, or answer choices. Restate the question with more appropriate vocabulary or define unknown vocabulary in question. Clarification of English words.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

New York	<p><b>Large Print</b> - For state assessments, any reproduction or reformatting of a test booklet requires the advance written permission of the Office of State Assessment.</p> <p><b>Braille</b> - For state assessments, any reproduction or reformatting of a test booklet requires the advance written permission of the Office of State Assessment.</p> <p><b>Read Aloud Directions</b> - Tests may be read to students. This accommodation is allowed only for those students whose vision is impaired. Only those tests or parts of tests that do not measure reading comprehension may be read to these students.</p> <p><b>Read Aloud Questions</b> - Considered a modification (results in invalid scores) on certain sections of the state grades 3-8 ELA tests because these sections measure a student’s reading skills (decoding and comprehension).</p> <p><b>Read Aloud Passages</b> - Test passages, questions, items and multiple-choice responses read to student. Oral reading or signing of the portions of the test that measure reading skills prohibited.</p> <p><b>Sign Interpret Questions</b> - Test passages, questions, items and multiple-choice responses signed to student.</p> <p><b>Sign Interpret Passages</b> - Test passages, questions, items and multiple-choice responses signed to student.</p> <p><b>Visual Cues</b> - Cues (e.g., arrows and stop signs) on answer form.</p> <p><b>Additional Examples</b> - Additional examples provided in the directions.</p> <p><b>Teacher Highlighting</b> - Verbs/key words in directions underlined or highlighted.</p> <p><b>Increased Space Between Items</b> - Increased spacing between test items, reduce number of test items per page, presentation of reading passages with one complete sentence per line. For state assessments, any reproduction or reformatting of a test booklet requires the advance written permission of the Office of State Assessment.</p> <p><b>Simplify/Paraphrase Directions</b> - Language in directions simplified.</p> <p><b>Prompt/Encourage Student</b> - On-task focusing prompts.</p> <p><b>Other</b> - Verbs in directions underlined or highlighted. Increased size of answer blocks/bubbles. For state assessments, any reproduction or reformatting of a test booklet requires the advance written permission of the Office of State Assessment. Multiple-choice items in vertical format with answer bubble to right of response choices. Signing listening section more than twice. Verbal description of graphics. Reduce number of test items per page. Presentation of reading passages with on complete sentence per line (this is not always possible with large type.) Listening section repeated more than the standard number of times.</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

North Carolina	<p><b>Large Print</b> - Screen enlarging programs.</p> <p><b>Read Aloud Questions</b> - Test administrator reads test aloud in English. Reading aloud the selection/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests because the test measures reading comprehension. However, test directions in the Test Administrator’s Manuals may be signed/cued during the administration of any State test.</p> <p><b>Read Aloud Passages</b> - Reading aloud the selection/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests because the test measures reading comprehension. However, test directions in the Test Administrator’s Manuals may be signed/cued during the administration of any State test. Test administrator reads test aloud in English.</p> <p><b>Sign Interpret Questions</b> - Interpreter/translator signs/cues test. Reading aloud the selections/passages, frames, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests because the test measures reading comprehension.</p> <p><b>Increased Space Between Items</b> - One test item per page edition.</p>
North Dakota	<p><b>Read Aloud Directions</b> - Read aloud internal directions only to student.</p> <p><b>Read Aloud Questions</b> - Read aloud test items and answer choices to student; must be read verbatim.</p> <p><b>Sign Interpret Directions</b> - Presenting directions or test items.</p> <p><b>Sign Interpret Questions</b> - Presenting directions or test items.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Human reader paraphrases clarifies, or simplifies internal directions.</p> <p><b>Teacher Highlighting</b> - Highlighted directions or key words.</p> <p><b>Simplify/Paraphrase Directions</b> - Human reader paraphrases clarifies, or simplifies internal directions.</p> <p><b>Other</b> - Reducing the number of test items or answer choices. Manual</p>
Ohio	<p><b>Read Aloud Questions</b> - Represents standardized read-aloud accommodation for directions, questions, and answer choices aloud on reading tests (reading test passages are not read aloud on CD).</p> <p><b>Read Aloud Passages</b> - Represents standardized read-aloud accommodation for directions, questions, and answer choices aloud on reading tests (reading test passages are not read aloud on CD).</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Re-reading the directions is allowed, but signing to define or clarify a word or phrase in the directions is prohibited.</p> <p><b>Teacher Highlighting</b> – Highlighters.</p> <p><b>Student Highlighting</b> – Highlighters.</p> <p><b>Prompt/Encourage Student</b> - Verbal, gesture, or physical prompts to stay on task. These prompts may not cue answers.</p> <p><b>Other</b> - Define or clarify word or phrase found in test questions. Person other than student chooses the order of questions to answer. Reorder questions (student may answer questions in order of his/her choice).</p>
Oklahoma	<p><b>Other</b> - Test administrator assists the student in tracking or sequencing of test items.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Oregon	<p><b>Large Print</b> - For writing test: large print version of prompts.</p> <p><b>Braille</b> - For writing test, Braille version of prompts.</p> <p><b>Read Aloud Questions</b> - Read mathematics, science, and social sciences, (not reading/literature) items and response choices aloud to the student by proctor or by use of technology. Note: Mathematics symbols and numerals may not be read when administering the mathematics assessment; however, mathematics symbols and numerals may be read when administering the science and social science assessments. Read prompts aloud to student.</p> <p><b>Sign Interpret Directions</b> - Sign writing prompts.</p> <p><b>Sign Interpret Questions</b> - Signing the reading/literature, math, science, and social sciences passages, items, and distracters to a student is considered a modification. Modifications change the content or performance standards of what is being measured by the test.</p> <p><b>Native Language Translation of Directions</b> - Translate directions orally.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Reread or clarify directions to student.</p> <p><b>Familiar Examiner</b> - Parent as examiner when the test is given in the home. Considered a modification. Modifications change the content or performance standards of what is being measured by the test.</p> <p><b>Teacher Highlighting</b> - Highlighter. Highlight words in directions. For math, science, and social sciences, (not reading/literature), proctor highlights vowel combinations in passages, items and distracters. For the reading/literature assessment, the proctor highlights vowel combinations in passages, items, and distracters. Considered a modification. Modifications change the content or performance standards of what is being measured by the test. On the writing test: highlight words in directions; proctor highlights vowel combinations in writing prompts.</p> <p><b>Student Highlighting</b> - Student highlights vowel combinations independently without assistance. For math, science, and social sciences, (not reading/literature), proctor highlights vowel combinations in passages, items and distracters.</p> <p><b>Student Reads Test Aloud</b> - Student reads test aloud or sub-vocalizes text to listener or self. Student is allowed to vocalize his or her thought process out loud to himself or to a neutral proctor. Student retells story to proctor or educational assistant in his or her own words. Considered an accommodation if student responds to multiple choice items and considered a modification if student does not respond to multiple choice items. Modifications change the content or performance standards of what is being measured by the test.</p> <p><b>Simplify/Paraphrase Directions</b> - Simplify language in directions.</p> <p><b>Prompt/Encourage Student</b> - Encourage a student’s work habits during test taking-only involves reinforcing consistent engagement in test activity. Interaction between a proctor and student at the test level as a whole is acceptable (e.g., reminders regarding test directions), whereas interactions between a proctor and student at the individual item level (test question level) is not acceptable.</p> <p><b>Other</b> - Use sensory/processing techniques to allow students to attend to task. The proctor may write symbols or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. Read aloud audio recording of available side-by-side tests in Spanish/English and Russian/English read verbatim directly from the test booklet. Read-aloud audio record of available tests in Spanish/English side-by-side, prompts read verbatim directly from test booklet. Synonym provided for unknown word in writing prompt if requested by student. Use</p>
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**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Oregon (Cont'd)	or devices for manipulation of test materials. Limit the number of distracters (answer options) on multiple choice items. Considered a modification. Modifications change the content or performance standards of what is being measured by the test. School staff reword or simplify wording of testing items or the writing prompt. Synonym or definition is provided to student upon request. Both are considered modifications. Modifications change the content or performance standards of what is being measured by the test. Proctor clarifies non-construct related vocabulary in math assessment. Provide written version of oral directions. Provide written translations of oral directions.
Pennsylvania	<p><b>Read Aloud Directions</b> - In some special cases, directions may be provided via an audiotape or CD. For example, students might need to have directions read to them and the school might be limited in the number of people to provide this accommodation, or reading directions aloud might be disruptive to some students. Verbatim sections of mathematics assessment may also be provided. No part of the reading assessment or the writing multiple-choice and passages section may be provided.</p> <p><b>Read Aloud Questions</b> - Reading any portion of the Reading PSSA, except the directions. Reading the multiple choice and passage portion of the Writing PSSA.</p> <p><b>Student Highlighting</b> – Highlighters.</p> <p><b>Simplify/Paraphrase Directions</b> - The test administrator may simplify the language of the directions.</p>
Rhode Island	<p><b>Read Aloud Questions</b> - Read test aloud to student (Mathematics and Session 1 Writing only). Reading the reading test to the student invalidates all reading sessions.</p> <p><b>Native Language Translation of Directions</b> - Translate directions into other language.</p> <p><b>Administration by Others</b> - Administer the test with special education personnel.</p> <p><b>Familiar Examiner</b> - Administer the test with other school personnel known to the student.</p> <p><b>Student Reads Test Aloud</b> - Student reads test aloud to self.</p> <p><b>Other</b> - Underline key information in directions. Reduction of visual print by blocking or other techniques.</p>



**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

<p>South Carolina</p>	<p><b>Read Aloud Questions</b> - Considered a modification for the PACT, the HSAP, and the EOCEP. Allowed on the PACT and EOCEP. Not allowed on the HSAP. Only allowed on the EOCEP (not PACT or HSAP).</p> <p><b>Sign Interpret Directions</b> - Student repeating/signing directions to the TA or interpreter; the student may need to sign the directions to the TA for clarification or to demonstrate his or her understanding. Considered a modification for the PACT, the HSAP, and the EOCEP.</p> <p><b>Sign Interpret Questions</b> - Allowed on the PACT and EOCEP. Not allowed on the HSAP. Only allowed on the EOCEP (not PACT or HSAP).</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Student repeating/signing directions to the TA or interpreter; the student may need to sign the directions to the TA for clarification or to demonstrate his or her understanding.</p> <p><b>Visual Cues</b> - The test administrator may write cues, use cue symbols, or orally cue the directions only in the test booklet (e.g., providing arrows, stop signs, or phrases such as “read this story and answer questions six through ten.”).</p> <p><b>Teacher Highlighting</b> - Highlighter. Student may highlight words, phrases, sentences, and so on in reading passages or test items. The test administrator may highlight key words or phrases for students in the directions only.</p> <p><b>Student Reads Test Aloud</b> - Student reading test aloud to himself or herself; requires individual administration.</p> <p><b>Other</b> - A student may need to sign the directions to the test administrator or interpreter for clarification, or to demonstrate his or her understanding.</p>
<p>South Dakota</p>	<p><b>Large Print</b> - Large-print test booklets and/or answer documents.</p> <p><b>Read Aloud Questions</b> - Not allowed on reading comprehension passages.</p> <p><b>Sign Interpret Directions</b> - Sign language (ASL, cued speech).</p> <p><b>Sign Interpret Questions</b> - Sign language (ASL, cued speech).</p> <p><b>Sign Interpret Passages</b> - Sign language (ASL, cued speech).</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repeating and/or simplifying directions.</p> <p><b>Simplify/Paraphrase Directions</b> - Repeating and/or simplifying directions.</p>
<p>Tennessee</p>	<p><b>Read Aloud Questions</b> - Only the questions on certain subtests on the TCAP Achievement and TCAP EOC/Gateway may be read aloud for 504 students, but questions from all subtests may be read aloud for students with IEPs. Can only be used for questions not measuring reading/language arts for students with 504s but for all questions for students with IEPs.</p> <p><b>Sign Interpret Questions</b> - Allowed only for students with a hearing impairment/deafness.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Directions normally read aloud or signed to students may be re-read/signed verbatim, including prompts for the writing assessment.</p> <p><b>Visual Cues</b> - Pointers.</p> <p><b>Other</b> - Modified answer document or test booklet. Only for students with an IEP or 504 Plan on the writing assessment, available for all students on other assessments.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Texas	<p><b>Read Aloud Directions</b> - Allowed on TAKS, and TAKS-Alt.</p> <p><b>Read Aloud Questions</b> - Allowed on TAKS, and TAKS-Alt. Only allowed on the TAKS Modified. Part of dyslexia bundle including orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all test questions and answer choices to students, and extending the testing time over a two-day period. These three accommodations must be bundled meaning they must be provided together. Only students who meet the eligibility criteria outlined in Appendix B may use this accommodation.</p> <p><b>Sign Interpret Directions</b> - Allowed on TAKS, and TAKS-Alt.</p> <p><b>Visual Cues</b> - Pictures or objects to convey meaning and stamps, stickers, or stencils to communicate. Placement to facilitate eye gaze or intense focus and visual scanning techniques allowed on TAKS-Alt.</p> <p><b>Teacher Highlighting</b> - Under category of Presentation Supports/Materials for TAKS-Alt and subcategory Physical Access: highlight or draw information.</p> <p><b>Simplify/Paraphrase Directions</b> - Breaking verbal directions into parts or chunks and shortened text Allowed on TAKS-Alt.</p> <p><b>Tactile Graphics</b> - Tactile symbols and books allowed on TALS-alt. Textured surfaces and tactile materials to explore allowed on the TAKS-Alt.</p> <p><b>Prompt/Encourage Student</b> - Visual, verbal, or tactile reminders to stay on task.</p> <p><b>Other</b> - Communication Symbols allowed on TAKS-Alt. Photocopies of Test.</p>
Utah	<p><b>Large Print</b> - Must be in at least 18-point type.</p> <p><b>Read Aloud Directions</b> - Includes screen reader. Allowed on all tests but the UALPA.</p> <p><b>Read Aloud Questions</b> - Includes screen reader. Not allowed on language arts subtest of the UBSCT, the UALPA, or on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options may not be read aloud on the CRT secondary language arts test. Math and science passages, questions and options on the CRT may be read aloud in English.</p> <p><b>Sign Interpret Directions</b> - Allowed on all tests but the UALPA.</p> <p><b>Sign Interpret Questions</b> - Not allowed on language arts subtest of the UBSCT, the UALPA, or on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options may not be signed on the CRT secondary language arts test. Math and science passages, questions and options on the CRT may be signed.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Allowed only on the CRT. Clarification, paraphrasing, and re-signing are allowed.</p> <p><b>Visual Cues</b> - Visual cues - hearing impaired.</p> <p><b>Simplify/Paraphrase Directions</b> - Paraphrasing allowed only on the CRT.</p> <p><b>Tactile Graphics</b> - Tactile graphics.</p>
Vermont	<p><b>Read Aloud Questions</b> - Read test aloud to student (mathematics and session 1 writing only). Reading aloud any portion of the reading test to a student is considered a modification and invalidates all reading sessions and no credit will be given.</p> <p><b>Native Language Translation of Directions</b> - Translate directions into other language.</p> <p><b>Administration by Others</b> - Administer the test with special education personnel.</p> <p><b>Familiar Examiner</b> - Administer the test with other school personnel known to the student.</p> <p><b>Teacher Highlighting</b> - Underline key information in directions.</p> <p><b>Student Reads Test Aloud</b> - Student reads test aloud to self.</p> <p><b>Other</b> - Reduction of visual print by blocking or other techniques.</p>

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations (continued)**

Virginia	<p><b>Read Aloud Questions</b> - Allowed for all students with an IEP or 504 Plan on the math, science, history/social science, and writing assessments. Only allowed on the reading test for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty. If a read-aloud accommodation is used on the reading test for students with disabilities who have not been determined as eligible by the school division according to the criteria stated above, it will be considered a non-standard accommodation.</p> <p><b>Sign Interpret Directions</b> - Allowed for students who are deaf or have a hearing impairment.</p> <p><b>Sign Interpret Questions</b> - Allowed for students who are deaf or hard of hearing, except on reading tests. Interpreting/transliterating (e.g., cued speech) test items (except for reading tests) for students who are deaf or hard of hearing.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Clarifying directions.</p> <p><b>Simplify/Paraphrase Directions</b> - Simplifying directions. Plain English version.</p> <p><b>Other</b> - Written directions to accompany oral directions.</p>
Washington	<p><b>Read Aloud Questions</b> - Students in Grades 3-8 may not use this accommodation in reading. Provide human reader for mathematics, science, and writing directions and items. Provide an audio CD presentation of directions and items. Have the human reader increase wait time between item stems. Have the human reader decrease reading pace. Accommodations available to English Language Learners. Students may not use any print or electronic dictionaries or thesaurus.</p> <p><b>Read Aloud Passages</b> - Provide an audio CD presentation of reading passages and items. (High School ONLY).</p> <p><b>Sign Interpret Directions</b> - Give directions and items from mathematics, science, and writing tests in sign language including American Sign Language or Signing Exact English. Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance.</p> <p><b>Sign Interpret Questions</b> - Give directions and items from mathematics, science, and writing tests in sign language including American Sign Language or Signing Exact English. Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Reread assessment directions verbatim.</p> <p><b>Student Reads Test Aloud</b> - Allow the student to read the directions or test items aloud as long as it is read in a separate location so it does not distract other students.</p> <p><b>Prompt/Encourage Student</b> - Cue student to begin working and stay on task.</p> <p><b>Page Turner</b> - Provide assistance in turning pages, handling booklets, etc.</p> <p><b>Other</b> - Direct students to underline or mark assessment directions with a No. 2 pencil.</p>

Table B.20A: Equipment and Materials Accommodations (1 out of 4)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment
Alabama	A	A	*AC		A	
Alaska	A	*A	*A	*AC	*A	*AC
Arizona	A	A	A	*P	*A	
Arkansas	A					
California	*A	A	*A	*AI		*AC
Colorado	*A	A		*AC		*A
Connecticut	A	A	A	*AC		*A
Delaware	A	A	A	*AC	A	*AC
District of Columbia	*A	*A	A	A	*A	
Florida	A	A	A	*AC	*A	A
Georgia	A	A	A	*AC	A	
Hawaii	*AI	A			*A	*AI/AC
Idaho	A	A	A	*AC	A	*A
Illinois		A	*A	*A	*A	
Indiana	A	A	A	*A		
Iowa	A	A		A		*A
Kansas	A	A	*A	*AC	*A	
Kentucky	A	A		A	*A	*A
Louisiana	A			A	*A	
Maine	A	A	*A		*A	
Maryland	A	A		*AC	*A	*A
Massachusetts	A	A		*AC/UA	A	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20A: Equipment and Materials Accommodations (1 out of 4) (continued)**

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment
Michigan	*A	*A	A	*AI/AC	*A	*A
Minnesota	A		A	*AC	A	
Mississippi	*A	*A	*A	*AC	*A	
Missouri	A	A	*A	*AC		
Montana	A	A		*AI	A	
Nebraska	A	A		*A	A	*A
Nevada	*A	*A	*A	*AC	*A	
New Hampshire	A	A	A	*AI/AC	*A	
New Jersey		A	*A	*AC	*A	
New Mexico	*A	*A		*P		*A
New York	A	A	A	*AI/AC	A	*A
North Carolina	A	A		*AI/AC		
North Dakota	A	A	A	*AC	A	
Ohio	*A	A	A	*P	A	*A
Oklahoma	A	A	A	A	A	
Oregon	*A	*A	*A	A	A	*A
Pennsylvania	A	A		*AC	*A	*A
Rhode Island	A	A	*A	*AI		
South Carolina	*A	*A	*A	*AI/AC	*A	*A
South Dakota	A	A	*A	*AC	A	
Tennessee	A	A		*A	A	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20A: Equipment and Materials Accommodations (1 out of 4) (continued)**

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment
Texas	A	A		*AC		*AC
Utah	*A	A		*AC	A	
Vermont	A	A	A	*AI/AC		
Virginia	*A	*A	*A	*AC	*A	*AI/AC
Washington	*A	A	A	*AC	*A	*A
West Virginia	*A	A	A	*AC	*A	
Wisconsin	A	A	A	*AC	A	
Wyoming	A	*A	*A	*P	*A	*A
<b>Total</b>	<b>A: 48 AI: 1</b>	<b>A: 48</b>	<b>A: 34 AC: 1</b>	<b>A: 10 AC: 23 P: 4 AI: 3 AI/AC: 6 AC/JA: 1</b>	<b>A: 39</b>	<b>A: 17 AC: 4 AI/AC: 2</b>

\* See Table B.21 for specifications of equipment and materials accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20B: Equipment and Materials Accommodations (2 out of 4)**

State	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools	Slant Board/Wedge
Alabama	*AC	*A	*AC		*AC	*AC
Alaska	A	*A	*AC	*AC	*A	
Arizona	A	A	*AI/AC	*P	*A	
Arkansas	A		A			
California	*A	*A		*AI		
Colorado	A			AC	*A	
Connecticut	A	*A				A
Delaware	A	A	AC	AC		
District of Columbia	A	A			*A	
Florida	*A	A	*A			
Georgia	A	A		*AC	A	A
Hawaii						
Idaho	*A	A	*AC	*A	*A	*A
Illinois	A	*A				
Indiana	A	A			*A	*A
Iowa	*A					
Kansas		*A		*A	*A	*A
Kentucky	*A		A	A		
Louisiana			A		*A	
Maine	A		*AC			
Maryland			*AC	*AC		
Massachusetts	A		A	*AC/UA		

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20B: Equipment and Materials Accommodations (2 out of 4) (continued)**

State	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools	Slant Board/Wedge
Michigan	*A	A	*A	*A	*A	
Minnesota			*AC			
Mississippi		*A	*AC			
Missouri			A			
Montana	*A			*AI		
Nebraska	A	A	*A	*A	*A	
Nevada	A		*A		*A	
New Hampshire	A	A	*AC	*AI/AC		
New Jersey		*A		A	*A	
New Mexico				*A	*A	
New York		A	A			
North Carolina			A		*A	A
North Dakota	A	A		*AC		
Ohio	*A	A	*AC	*AC	*A	*A
Oklahoma		A	*AC		A	A
Oregon	A	*A	A	A	*A	
Pennsylvania	A	A	*A	*A		
Rhode Island	A	A	*AI/AC	*AI/AC		
South Carolina		A	A	*AC	*A	
South Dakota	A	A	*AC		*A	
Tennessee	A		A	*A		
Texas	*A	*AC		*AC	*AC	*AC
Utah						
Vermont		A	*AI/AC	*AI/AC		
Virginia	A	A	A		*A	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies



**Table B.20B: Equipment and Materials Accommodations (2 out of 4) (continued)**

State	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools	Slant Board/Wedge
Washington	A	*A	*AC	*AC	*A	
West Virginia		A	*A			
Wisconsin		A				
Wyoming	*A	A	*P	*P		
<b>Total</b>	<b>A: 33 AC: 1</b>	<b>A: 33 AC: 1</b>	<b>A: 17 AC: 13 P: 1 AI/AC: 3</b>	<b>A: 10 AC: 10 P: 2 AI: 2 AI/AC: 3 AC/UA: 1</b>	<b>A: 22 AC: 2</b>	<b>A: 8 AC: 2</b>

\* See Table B.21 for specifications of equipment and materials accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20C: Equipment and Materials Accommodations (3 out of 4)**

State	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/ Numberline
Alabama	*AC	*A	A			
Alaska	*A	*AC	*A	*A	*A	*AC
Arizona			A	*AC		*P
Arkansas				*AC		
California			*A	*AI/AC		*AI
Colorado			A	*AC		
Connecticut				*A		
Delaware				*AC	*A	AC
District of Columbia						
Florida	*A	*A	*A		*A	*A
Georgia			A	*AC		
Hawaii				*AI		
Idaho	*A	*A	*A	*A	*A	
Illinois				*A	*A	
Indiana				*A		
Iowa		A				
Kansas	*A			*A	*A	*AI/AC
Kentucky						
Louisiana						
Maine			*A		*A	*AC

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
 AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20C: Equipment and Materials Accommodations (3 out of 4) (continued)**

State	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/ Numberline
Maryland		A		*A	*A	*AC
Massachusetts			A		*A	
Michigan	*A	*A	*A		*A	*AI
Minnesota			A	*A	AC	
Mississippi	*A		*A			*A
Missouri					*A	A
Montana						*AI
Nebraska		*A		*A	*A	*A
Nevada		*A				*A
New Hampshire						
New Jersey					*A	
New Mexico			*A			*P
New York	*A					*AI/AC
North Carolina				*AI/AC		
North Dakota		*A		*A		
Ohio	*AC	*A			*A	*A
Oklahoma	A		A			
Oregon	*A	*A	*A	*A		
Pennsylvania					*A	*A
Rhode Island			*A	*A		
South Carolina			A	*A	*A	*AI
South Dakota	A	*A		*AC		
Tennessee		*A		*A		*A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20C: Equipment and Materials Accommodations (3 out of 4) (continued)**

State	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/ Numberline
Texas		*A	*A	*AC	*A	
Utah		A		*AC	*A	
Vermont			*A	*AC		
Virginia				*AC		*AC
Washington			A	*A	*A	*A
West Virginia			*A	*A	*AC	*AC
Wisconsin			A		A	*AC
Wyoming		*A	*A		*A	*P
<b>Total</b>	<b>A: 10 AC: 2</b>	<b>A: 16 AC: 1</b>	<b>A: 24</b>	<b>A: 16 AC: 10 AI: 1 AI/AC: 2</b>	<b>A: 21 AC: 2</b>	<b>A: 9 AC: 7 P: 3 AI: 4 AI/AC: 2</b>

\* See Table B.21 for specifications of equipment and materials accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20D: Equipment and Materials Accommodations (4 out of 4)**

State	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
Alabama				
Alaska			A	
Arizona	*AC	AC		
Arkansas	*A			
California	*AI			
Colorado			A	
Connecticut	*A			
Delaware	*AC	*AC	*A	
District of Columbia				
Florida	*A		A	*P
Georgia				
Hawaii	*A			
Idaho	*AC			
Illinois				*A
Indiana	*A			
Iowa				A
Kansas	*AC		*A	*AC
Kentucky	*A			
Louisiana				
Maine	*A			A
Maryland	*AC			A
Massachusetts	*AC	*P	*A	*A
Michigan	*AI/AC			
Minnesota	*A			
Mississippi	*AC			

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20D: Equipment and Materials Accommodations (4 out of 4) (continued)**

State	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
Missouri	*AI/AC			
Montana	*A			
Nebraska	*A			A
Nevada	*P			
New Hampshire	*A			
New Jersey				
New Mexico	*A		*AC	
New York				
North Carolina			A	
North Dakota			*A	*A
Ohio	*AC	*AC	*A	
Oklahoma				
Oregon	*AI/AC	*AI/AC		*AC
Pennsylvania				*AC
Rhode Island	*A			
South Carolina	*AC	*AC	*A	
South Dakota	*A			
Tennessee	*AC			
Texas	*AC			*AC
Utah	*AC			A
Vermont				
Virginia	*A			
Washington	*A	*A		*AC
West Virginia	*AC			
Wisconsin	*AC			*AC

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.20D: Equipment and Materials Accommodations (4 out of 4) (continued)**

State	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
Wyoming	*A			
<b>Total</b>	A: 17 AC: 14 P: 1 AI: 1 AI/AC: 3	A: 1 AC: 4 P: 1 AI/AC: 1	A: 10 AC: 1	A: 8 AC: 6 P: 1

\* See Table B.21 for specifications of equipment and materials accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations**

Alabama	<p><b>Light/Acoustics</b> - Only allowed for IEP students on the Alabama Science Assessment (ASA). Allowed for IEP and 504 on all other assessments.</p> <p><b>Noise Buffer</b> - Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Allowed for IEP students but not 504 students on the Alabama Science Assessment (ASA). Allowed for IEP and 504 on all other assessments.</p> <p><b>Adaptive/ Special Furniture</b> - Only allowed for IEP students on the Alabama Science Assessment (ASA). Allowed for IEP and 504 on all other assessments.</p> <p><b>Abacus</b> - Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Alabama Direct Assessment of Writing (ADAW). Allowed on all other assessments</p> <p><b>Adapted Writing Tools</b> - Allowed only on the Stanford 10, the Alabama Reading and Mathematics Test (ARMT), and the Alabama Alternate Assessment (AAA).</p> <p><b>Slant Board/Wedge</b> - Prohibited on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Alabama High School Graduation Exam (AHSGE), and the Alabama Direct Assessment of Writing (ADAW). Allowed for students with an IEP only on the Alabama Science Assessment (ASA). Allowed for IEP and 504 students on all other assessments.</p> <p><b>Secure Paper to Work Area</b> - Allowed only on the Stanford 10 and the Alabama Reading and Mathematics Test (ARMT).</p> <p><b>Visual Organizers</b> - Marker to maintain place.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Alaska	<p><b>Amplification Equipment</b> - Using auditory amplification device, hearing aid.</p> <p><b>Light/Acoustics</b> - Provide special lighting and acoustics.</p> <p><b>Calculator</b> - Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions. Listed with an asterisk indicates state restrictions on the use of the accommodation for particular assessments.</p> <p><b>Templates</b> - Using templates to reduce visible print.</p> <p><b>Audio/Video Equipment</b> - Using test contractor tape-recorded version of HS-GQE writing and mathematics test.</p> <p><b>Adaptive/Special Furniture</b> - Provide adaptive or special furniture.</p> <p><b>Abacus</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (abacus, arithmetic table, manipulatives, or number chart) may be used. Listed with an asterisk indicates state restrictions on the use of accommodations for particular assessments.</p> <p><b>Manipulatives</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (abacus, arithmetic table, manipulatives, or number chart) may be used. Listed with an asterisk indicates state restrictions on the use of accommodations for particular assessments.</p> <p><b>Adapted Writing Tools</b> - Using special pen or pencil such as felt-tip marker or ink pen. (Student responses must be transcribed by the test administrator/processor according to procedures detailed in the test administration directions.)</p> <p><b>Secure Paper to Work Area</b> - Securing papers to work area with tapes/magnets.</p> <p><b>Visual Organizers</b> - Using masks or markers to maintain place. Using ruler or object to maintain place in test. Listed with an asterisk indicates state restrictions on the use of the accommodation for particular assessments.</p> <p><b>Color Overlay</b> - Using color screens to direct attention to specific sections on the page.</p> <p><b>Assistive Technology</b> - Using adaptive equipment to deliver test. (Required consultation with the department for security reasons.) Using typewriter or computer without spell or grammar checker.</p> <p><b>Special Paper</b> - Using graph paper and using scratch paper for reading and/or science tests.</p> <p><b>Math Tables/Numberline</b> – Using math manipulatives. If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (abacus, arithmetic table, manipulatives, or number chart) may be used. Listed with an asterisk indicates state restrictions on the use of accommodations for particular assessments.</p> <p><b>Other</b> - Using a shield to reduce glare.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Arizona</p>	<p><b>Calculator</b> – (No grade specified.) Accommodations no longer allowed include...the use of a calculator or other manipulatives for mathematics.</p> <p><b>Templates</b> – Place marker use.</p> <p><b>Abacus</b> – For a student who is blind, use of an abacus for mathematics test items. Abacus may not be used on any portion of AIMS HS.</p> <p><b>Manipulatives</b> – Accommodations no longer allowed include the use of . . . manipulatives for mathematics. Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may not be used on any portion of AIMS HS.</p> <p><b>Adapted Writing Tools</b> – Special furniture or pencil.</p> <p><b>Assistive Technology</b> – Use assistive technology with spell check, grammar check, and predict ahead functions turned off, is allowed. Students’ electronic responses must be transferred to a regular answer document according to guidelines provided, to be scored.</p> <p><b>Math Tables/Numberline</b> – Number line . . . may not be used on any portion of AIMS HS.</p> <p><b>Dictionary/Glossary</b> – Students may use a commercially published paper dictionary or a commercially published paper thesaurus for the AIMS HS writing test only, although neither item is required to be used by students. Provide a word-for-word published, paper translation dictionary [ELL section text]. For a student who is blind, use of an electronic dictionary and thesaurus with grammar check, spell check, encyclopedia, translation, and internet access turned off [SpEd/504 section text].</p> <p><b>Other</b> – A ruler is not allowed on any portion of AIMS HS. A compass is not allowed on any portion of the AIMS HS. Mathematics sections - use of personal whiteboard which can be seen by only the student and is erased after every problem.</p>
<p>Arkansas</p>	<p><b>Assistive Technology</b> – In special circumstances, limited assistive devices may be required and will be considered for use on the Augmented Benchmark, End-of-Course, and Grade 11 Literacy Examinations.</p> <p><b>Dictionary/Glossary</b> – Word-to-word dictionary. Limited English proficient students may use an English/Native Language Word-to-Word dictionary that contains no definitions or pictures, if it is a part of the student’s LPAC Plan.</p> <p><b>Other</b> – Accommodations currently not available: audiocassettes.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

California	<p><b>Magnification Equipment</b> - Students may have these testing variations if regularly used in the classroom.</p> <p><b>Light/Acoustics</b> - Students may have these testing variations if regularly used in the classroom.</p> <p><b>Calculator</b> - Considered a modification with implications for scoring on STAR, CAHSEE and CELDT tests.</p> <p><b>Audio/Video Equipment</b> - Audio presentation (CD) of test questions is considered a modification in reading with implications for scoring on STAR, CAHSEE, and CELDT tests.</p> <p><b>Noise Buffer</b> - Students may have these testing variations if regularly used in the classroom.</p> <p><b>Adaptive/ Special Furniture</b> - Students may have these testing variations if regularly used in the classroom.</p> <p><b>Manipulatives</b> - Considered a modification with implications for scoring on STAR, CAHSEE, and CELDT tests.</p> <p><b>Color Overlay</b> - Students may have these testing variations if regularly used in the classroom.</p> <p><b>Assistive Technology</b> - Assistive devices are allowed as an accommodation on multiple choice and essay questions if they do not interfere with the independent work of the student. If they do interfere, it is considered a modification with implications for scoring.</p> <p><b>Math Tables/Numberline</b> - Considered a modification with implications for scoring on STAR, CAHSEE, and CELDT tests.</p> <p><b>Dictionary/Glossary</b> - Considered a modification with implications for scoring on all STAR, CAHSEE and CELDT tests.</p>
Colorado	<p><b>Magnification Equipment</b> - Handheld magnifiers.</p> <p><b>Calculator</b> - Talking calculator (only on the 9th and 10th grade math assessment where calculators are used for all students).</p> <p><b>Audio/Video Equipment</b> - Closed circuit television.</p> <p><b>Adapted Writing Tools</b> - Pencil grips or large #2 pencils. Student’s preferred writing tool only allowed for alternate assessment.</p> <p><b>Assistive Technology</b> - Only on CSAPA (alternate assessment).</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Connecticut	<p><b>Calculator</b> – Talking calculators. Calculators may be used by all students for sections that do not measure computation skills. They cannot be used on computation sections even as an accommodation. Those who use talking calculators must be tested separately. PDAs and Palm Pilots are not permitted.</p> <p><b>Audio/Video Equipment</b> – Students may use closed-circuit TV equipment (e.g., Optelec, Visualtec).</p> <p><b>Adaptive/ Special Furniture</b> – Adaptive furniture (e.g., special tables, corner chairs, slant boards, etc.). This accommodation does not extend to the use of some communication devices that alter the presentation or response mode of the test.</p> <p><b>Assistive Technology</b> – The student may use voice-recognition/assistive technology for open-ended items and subtests requiring an extended response. It is not available to students who have slow or labored handwriting or fine-motor problems, but are otherwise capable of providing a handwritten or typed response.</p> <p><b>Dictionary/Glossary</b> – A word to word dictionary is permitted for word-to-word translations only. Dictionaries containing definitions are not allowed to be used in the testing situation.</p>
Delaware	<p><b>Calculator</b> – Using a calculator on the two parts of the math test for which calculators are not permitted.</p> <p><b>Audio/Video Equipment</b> - Present test questions and writing prompts on audiotape or videotape. For written responses, student uses an audio recorder as an organizational or pre-writing tool. For written responses, deaf student records a videotape as an organizational or pre-writing tool. Student responses can be recorded by audio or video taping.</p> <p><b>Assistive Technology</b> - Present the test via Kurzweil software. Must also select the read aloud/sign interpret questions and passages accommodations.</p> <p><b>Special Paper</b> - Graph paper, acetate color sheets.</p> <p><b>Dictionary/Glossary</b> - Electronic dictionary prohibited for 504 and IEP, but allowed for ELL/IEP. Bilingual dictionaries allowed for ELL/IEP. For the writing test, using an electronic dictionary whenever dictionary use is permitted for other students is allowed for 504, IEP and ELL/IEP. Bilingual dictionaries allowed for ELL/IEP.</p> <p><b>Thesaurus</b> - For the writing test, using an electronic thesaurus whenever thesaurus use is permitted for other students.</p> <p><b>Keyboard</b> - Adapted keyboard.</p> <p><b>Other</b> - Three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.</p>
District of Columbia	<p><b>Magnification Equipment</b> - Magnifying glass.</p> <p><b>Amplification Equipment</b> - Amplification equipment such as hearing aid or auditory trainer.</p> <p><b>Templates</b> - Masks or markers to maintain place.</p> <p><b>Adapted Writing Tools</b> - Pencil grip.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Florida</p>	<p><b>Calculator</b> - Calculators are not allowed to be used for basic computation on the FCAT mathematics or science in grades 3-6. Students with disabilities may use adapted calculators for the FCAT mathematics in grades 7-10 and FCAT science in grades 8 and 11.</p> <p><b>Templates</b> - Means to maintain or enhance visual attention to items, such as a pointer, template, blank card, or non calibrated ruler.</p> <p><b>Noise Buffer</b> - White noise (sound machines) to reduce auditory distractions.</p> <p><b>Abacus</b> - For students with visual impairments.</p> <p><b>Secure Paper to Work Area</b> - Papers secured to the work area; requires prior approval by commissioner of education.</p> <p><b>Visual Organizers</b> - Means to mask portions of the test to direct attention to uncovered items.</p> <p><b>Color Overlay</b> - Colored transparencies or overlays.</p> <p><b>Special Paper</b> - Special paper with raised, shaded, or color-coded lines.</p> <p><b>Math Tables/Numberline</b> - Math guides (gridded paper) to organize mathematical computation.</p> <p><b>Dictionary/Glossary</b> - Use of an English/sign language dictionary for students who use sign language as their primary means of communication. The dictionary may not contain definitions of words, but may contain the sign picture, the word, synonyms, and an index. Access to an English-to-heritage language/ heritage language-to-English dictionary such as those typically used in instructional settings or a dictionary with definitions written exclusively in the heritage language or English shall not be allowed. Electronic dictionaries are strictly prohibited and may be cause for invalidation.</p> <p><b>Graphic Organizers</b> - Use of graphic organizer software to assist in preparing responses</p> <p><b>Other</b> - Switches. A writing guide (grid) to produce legible answers. Also, a math guide to organize mathematical computation is allowed. Positioning tools such as a reading stand.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Georgia</p>	<p><b>Calculator</b> – Considered a conditional accommodation on the Criterion-Referenced Competency Tests (CRCT) in math: Only students with a specific disability that severely limits their ability to calculate mathematically and the students have access to mathematical calculation only through the use of a calculator. Allowed for all students in math and science on the Georgia High School Graduation Tests (GHSGT) and for all students in Algebra 1, Geometry, Economics/Business/Free Enterprise, and Physical Science tests of the End-of-Course Tests (EOCT). Prohibited on all other tests.</p> <p><b>Manipulatives</b> - Substitute manipulative. Only allowed on the Georgia Kindergarten Inventory of Developing Skills (GKIDS).</p> <p><b>Assistive Technology</b> - Oral reading of test questions or passages in English only by reader or assistive technology. Considered conditional for passages but standard for questions on the Criterion-Referenced Competency Tests (CRCT): only allowed in grades 3-8, for students who have a specific disability that severely limits or prevents them from decoding text and the student has access to printed materials only through a reader. Considered nonstandard on the reading comprehension and vocabulary subtests of the Norm-Referenced Tests (NRT). Only allowed in writing on the ACCESS for ELLS. Allowed as standard on all other tests.</p> <p><b>Other</b> - Photograph used. Only allowed on the Georgia Kindergarten Inventory of Developing Skills (GKIDS).</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Hawaii	<p><b>Magnification Equipment</b> - Using a closed-circuit TV or a magnifying glass to enlarge regular-sized Test Booklet. Scores are non-comparable if this accommodation is used for the norm-referenced test.</p> <p><b>Templates</b> - School provides.</p> <p><b>Audio/Video Equipment</b> - Presentation via audio CD; in order to receive this accommodation: 1. The student has a specific disability that prevents the student from decoding text at any level, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader who will never be able to read any sentences at any grade level throughout his or her life); and 2. The student is able to access printed materials only through a person who reads the text or is provided with spoken text on audio CD, video, applicable software programs, or other electronic formats during routine classroom instruction (i.e., the student accesses all printed materials for every subject via an audio format all of the time during classroom instruction). Use of closed circuit TV on norm referenced test results in scores that are not comparable.</p> <p><b>Assistive Technology</b> - Using a computer, including an Alpha Smart computer, to record multiple-choice and written responses. Criterion-referenced and non-comparable separate national norm-referenced scores will be provided.</p> <p><b>Dictionary/Glossary</b> - English dictionary. Also allowed for Hawaiian language immersion students in grade 5 who are transitioning to the use of English during a portion of each instructional day (for reading and math tests). Electronic and bilingual dictionaries are not allowed.</p> <p><b>Other</b> - Electronic and bilingual dictionaries are not allowed. Place marker (school provides). Highlighting film that is placed on each test booklet page (school provides). Highlighter pen. For grade 3, students must use a yellow highlighter pen to ensure that responses are scored correctly in their scannable test booklets.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Idaho	<p><b>Calculator</b> - Not to be used on sections measuring math computation skills.</p> <p><b>Audio/Video Equipment</b> - Audio taped administration (need to notify SDE in advance). For LEP students, this accommodation replaces human readers to read and audio devices to record/play back test components.</p> <p><b>Noise Buffer</b> - White noise; noise buffer.</p> <p><b>Abacus</b> - Not to be used on sections measuring math computation skills. Manipulatives or abacus for calculation.</p> <p><b>Manipulatives</b> – Manipulatives or abacus for calculation.</p> <p><b>Adapted Writing Tools</b> - Pencil grip or large diameter pencil.</p> <p><b>Slant Board/Wedge</b> – Slant board or wedge.</p> <p><b>Secure Paper to Work Area</b> - Magnets or tape to secure papers to work area.</p> <p><b>Visual Organizers</b> - Markers to maintain place.</p> <p><b>Color Overlay</b> – Markers or masks to maintain place.</p> <p><b>Assistive Technology</b> - Head wand. Computer reads directions and/or items. Screen reader. Also, assistive communication device.</p> <p><b>Special Paper</b> – Use graph paper to keep numbers in proper columns.</p> <p><b>Dictionary/Glossary</b> - Student uses an English dictionary glossary. For LEP students, provide district approved English or bilingual word-to-word dictionary (this word-to-word dictionary may be electronic or paperback.) Using dictionaries that provide definitions are an adaptation. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. For students with IEPs/504, using dictionaries that provide definitions.</p> <p><b>Other</b> – Dark or raised lines.</p>
Illinois	<p><b>Light/Acoustics</b> – Allowed on grade 11 PSAE.</p> <p><b>Calculator</b> - Allowed for all students on the ISAT math tests at grade 4-8. Allowed as an accommodation for students with an IEP or 504 Plan at grade 3.</p> <p><b>Templates</b> – Templates, rulers or other devices used to help students keep their place on the answer documents or test booklets.</p> <p><b>Adaptive/ Special Furniture</b> – Includes Study carrel or carrel desk; allows for grade 11 PSAE.</p> <p><b>Assistive Technology</b> – Spell-check, grammar check, word prediction or text organization computer features must be disabled. Includes adaptive or augmentative technology.</p> <p><b>Special Paper</b> - Blank scratch paper for all students for use in Session 1 of the math test. Available as an accommodation for students with an IEP or 504 Plan on all tests. Students with IEP/504 may have large paper or large spaced paper to write answers on.</p> <p><b>Graphic Organizers</b> - Graphic organizer.</p> <p><b>Other</b> - Paper ruler.</p>



**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Indiana	<p><b>Calculator</b> - Student must still show his or her work for a given problem.</p> <p><b>Adapted Writing Tools</b> - Student is provided pencil grip or specialized writing instrument.</p> <p><b>Slant Board/Wedge</b> - Slant board to hold testing materials at correct angle.</p> <p><b>Assistive Technology</b> - Student uses a talk assistive technology device.</p> <p><b>Dictionary/Glossary</b> - Permitted and documented in ISTEP+ student information questionnaire. Student uses an approved bilingual word-to-word dictionary. Note The student’s Individual Learning Plan must document use of a bilingual word-to-word dictionary in class and on standardized tests.</p>
Iowa	<p><b>Audio/Video Equipment</b> - Assessment on audiotape or compact disk, books on tape, videotape and descriptive video.</p> <p><b>Noise Buffer</b> - Sound blocking headphones.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Kansas</p>	<p><b>Light/Acoustics</b> – Extra bright or very low lighting; appropriate lighting behind interpreter.</p> <p><b>Calculator</b> – As appropriate and applicable to the assessment, if a calculator was used. If any student uses a modification on the state assessment that results in an invalid score, the student is considered to be not tested when calculating the participation rate for AYP purposes. In addition to counting that student as not tested, the score will not be included when calculating the proficiency rate for AYP decisions. Example given is using calculator on non-calculator portion of math assessment. It is allowed on the calculator portions. This applies for both the regular assessment and KAMM, as both have non-calculator portions. Also, as appropriate and applicable to the assessment, if a calculator was used for writing, that has a separate entry. The use of calculation devices on non-calculator portions of the Kansas State Assessment is considered a modification of the assessment. For all students including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate. On portions of the assessment that allow calculator use, calculation devices such as math tables are permitted. Graphing calculators are permitted in grade 8 and in high school. Calculators may be used on any part of the science assessment. However, they are not required. For KCA testing, an on-screen calculator is available.</p> <p><b>Templates</b> – Masks that cover a portion of the text and single line window.</p> <p><b>Adaptive/ Special Furniture</b> – Adjustable height desk.</p> <p><b>Manipulatives</b> – Allowable manipulatives: student chosen in this testing environment, are allowed to use manipulatives, graph paper, blank paper, and other materials as specified in the test directions. (These are to be provided, as available, by the school.) Individual students may receive allowable accommodations that are regularly provided during classroom instruction and assessment activities. If applicable, these accommodations should be specified in a student’s Individual Education Plan (IEP) or Section 504 Plan, or should be a part of a student assistance plan resulting from a school’s Student Intervention Team (SIT) process or an English Language Proficiency assessment. Manipulatives that are routinely used in the classroom may be used by the student on the Kansas State Assessments. The manipulative must be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used. Examples of manipulatives are listed. Graphic organizers that are generated solely by the student on blank paper during the assessment are allowed. Not all of the manipulatives in the list below will be found in every classroom. Manipulatives will not be useful on the assessment if they have not been used regularly during the year. Use of manipulatives is optional. Examples appropriate for the math and science assessments: Base 10 blocks, chips, two color counters, two-sided counters, clock or clock face, color tiles (squares), cubes: multilink, connecting color, wooden, unifix, multilink cubes, Cuisenaire rods, geoboards, geometric solids, graph paper, hundreds chart, integer number line, money, number cubes, pattern blocks, rules, meter sticks, protractors, compass, snap blocks, spinners, transparent mirror or mira. For the Science Assessment, measurement tools cannot be labeled to indicate what they measure. For instance, a meter stick may have the cm labeled on it, but the stick may not be labeled that it measures length.</p> <p><b>Adapted Writing Tools</b> – Thick pencil or pencil grip.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Kansas (cont'd)</p>	<p><b>Slant Board/Wedge</b> – Slant top surface.</p> <p><b>Secure Paper to Work Area</b> – Tape paper to desk.</p> <p><b>Assistive Technology</b> – Includes other types, but does not specify, also, voice recognition assistive technology.</p> <p><b>Special Paper</b> – Braille paper. Bold line writing paper. This is different from Braille paper. Raised lines on paper. Use graph paper to keep numbers in proper columns.</p> <p><b>Math Tables/Numberline</b> – The use of calculation devices on non-calculator portions of the Kansas State Assessment is considered a modification of the assessment. For all students including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate. On portions of the assessment that allow calculator use, calculation devices such as math tables are permitted.</p> <p><b>Dictionary/Glossary – Textbooks, dictionaries, and other instructional/curricular materials are</b> not to be used during testing. Student used a translation dictionary is listed as an accommodation with a code. ELL students are allowed to use any type of dictionary including a translation dictionary. It seems to suggest here that for ELLs it is not considered an accommodation, but a general testing practice, whereas for other students it is an accommodation. If student used a translation dictionary, electronic translators and bilingual dictionaries may be used.</p> <p><b>Keyboard</b> – Adapted keyboard.</p> <p><b>Graphic Organizers</b> – Organization tools (e.g., diagrams, Venn Diagrams, or flow charts that are made during the assessment). State had these under presentation and response categories. Use of commercially-made, teacher-made, or teacher-generated graphic organizers is prohibited. For Exam Manual for Writing, this is not treated as an accommodation, but is addressed under general guidelines to prohibit teachers from handing out graphic organizers on the day of testing, or lists of transition words.</p> <p><b>Other</b> - The use of journals is considered a modification of the Kansas State Assessment. For all students including those with IEPs, this modification will result in the state assessment score being counted as not tested and will count against the participation rate. Students may use graphic organizers that are developed during the assessment, but should not use previously generated organizers. Journals previously generated will result in an invalid score. Previously-created materials, specific to the Kansas Writing Assessment, may not be used: all subjects are covered in this prohibition. Textbooks, dictionaries and other instructional/curricular materials are not to be used during testing. This includes classroom posters, teacher or student-generated journals, and other instructional materials that may have been used during the course of instruction. Electronic translators and bilingual dictionaries may be used to read directions, test questions and answer choices. They cannot be used on the reading passage of the Kansas Reading Assessment.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Kentucky	<p><b>Templates</b> - Non-calibrated rule or template.  <b>Audio/Video Equipment</b> - Close-captioned or video materials, audio taped directions.  <b>Noise Buffer</b> - Auditory trainer.  <b>Dictionary/Glossary</b> - Electronic dictionaries.</p>
Louisiana	<p><b>Templates</b> - Mask or marker to maintain place.  <b>Adapted Writing Tools</b> - Grip for pencil.</p>
Maine	<p><b>Light/Acoustics</b> - Special lighting.  <b>Templates</b> - Markers, filters.  <b>Abacus</b> - For visually impaired only.  <b>Color Overlay</b> - Color overlays.  <b>Special Paper</b> - Large-spaced paper.  <b>Math Tables/Numberline</b> - Arithmetic tables; only allowed in the calculator-allowed session of the Mathematics test.  <b>Dictionary/Glossary</b> - Word-to-word bilingual dictionary that does not include definitions as needed. Must be listed at <a href="http://www.maine.gov/education/mea/admininfo.html">http://www.maine.gov/education/mea/admininfo.html</a>.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Maryland	<p><b>Calculator</b> - Calculation device: If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators).</p> <p><b>Templates</b> - Visual organizers include . . . templates.</p> <p><b>Audio/Video Equipment</b> - A standard video presentation of a test using American Sign Language, signed English, cued speech, or oral transliteration may be used to increase quality, consistency, pacing and accuracy,.</p> <p><b>Abacus</b> - In some cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.</p> <p><b>Manipulatives</b> - Calculation device: If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators).</p> <p><b>Assistive Technology</b> - Assistive device.</p> <p><b>Special Paper</b> - Graph paper.</p> <p><b>Math Tables/Numberline</b> - Calculation device: If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators).</p> <p><b>Dictionary/Glossary</b> - Spelling and grammar devices: The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Spelling and grammar devices are not permitted to be used on the English high school assessment.</p> <p><b>Other</b> - Bilingual dictionaries: Students identified as English language learners who have an ELL plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student’s native language. Talking materials: many classroom materials include calculators, talking clocks, thermometers, timers, and voltmeters.</p>
Massachusetts	<p><b>Calculator</b> - Considered a non-standard accommodation if used on the mathematics test.</p> <p><b>Manipulatives</b> - Considered a non-standard accommodation if used on the non-calculator portion of the mathematics test.</p> <p><b>Special Paper</b> - Answers recorded in test booklet: the student records answers directly in the test booklet or uses special paper for drafts or computation (e.g., graph paper).</p> <p><b>Dictionary/Glossary</b> - All LEP and former LEP students may use approved word-to-word bilingual dictionaries on all MCAS tests.</p> <p><b>Thesaurus</b> - The use of a thesaurus is not permitted on any test, including the ELA Composition.</p> <p><b>Keyboard</b> - Alpha-Smart or similar electronic keyboard.</p> <p><b>Graphic Organizers</b> - Graphic organizer, checklist, or individualized mathematics reference sheet.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Michigan	<p><b>Magnification Equipment</b> - Use of magnification devices.</p> <p><b>Amplification Equipment</b> - Use of auditory amplification devices or special sound systems.</p> <p><b>Calculator</b> - Use of calculator/talking calculator on the non-calculator sections of the mathematics assessment. Nonstandard. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment. Standard/allowed. Use of calculator on the science and social studies assessments.</p> <p><b>Templates</b> - Student’s use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.</p> <p><b>Audio/Video Equipment</b> - Use of closed circuit television.</p> <p><b>Noise Buffer</b> - Background music or noise buffers.</p> <p><b>Abacus</b> - Standard or not applicable on some tests (ELPA).</p> <p><b>Manipulatives</b> - Use of actual coins and bills and use of manipulatives for mathematics assessments, such as base 10 blocks.</p> <p><b>Adapted Writing Tools</b> - Use of special adaptive writing tools such as pencil grip or larger pencil.</p> <p><b>Secure Paper to Work Area</b> - Use of non-skid surface that will not damage the answer document or scanning equipment (do not use tape or other adhesive). Student’s use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.</p> <p><b>Visual Organizers</b> - Student’s use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.</p> <p><b>Color Overlay</b> - Student’s use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.</p> <p><b>Special Paper</b> - Adapted paper, lined or grid paper for recording answers.</p> <p><b>Math Tables/Numberline</b> - Use of arithmetic tables nonstandard or non-applicable (ELPA).</p> <p><b>Dictionary/Glossary</b> - Use of bilingual word-for-word non electronic translation glossary for English language learners allowed for students with IEP, 504, and ELL. Use of bilingual dictionaries that define or explain words or terms, not standard for all students. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English Language Arts, not standard for all student groups.</p> <p><b>Other</b> - Use of screen reader for English language arts reading assessment, nonstandard. Use of screen reader for ELPA listening, writing and speaking parts. Use of rulers as provided by the State and use of adapted rulers, protractors, Braille and large print rulers and protractors. Use of list of formulae as provided by the state. Tools to assist with concentration.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Minnesota	<p><b>Calculator</b> – Student uses calculator (except where specifically prohibited).</p> <p><b>Abacus</b> - Student uses an abacus (except where specifically prohibited).</p> <p><b>Assistive Technology</b> - Assistive technology for computer-delivered assessments refers to technology that is used to maintain, increase, or improve the functional capabilities of students with disabilities who take computer-delivered assessments.</p> <p><b>Dictionary/Glossary</b> -A bilingual word-to-word dictionary contains mathematical and scientific terms in English and in the first language of a given learner; no definitions provided, only direct translations of the mathematical and scientific words.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Mississippi	<p><b>Magnification Equipment</b> - Magnifying glasses/magnifying equipment.</p> <p><b>Amplification Equipment</b> - Hearing aids.</p> <p><b>Light/Acoustics</b> - With special lighting.</p> <p><b>Calculator</b> – Prohibited on Elementary and Middle Grades Science Tests. Prohibited on the Biology I Subject Area Testing Program. Not allowed on English II Multiple Choice Subject Area Testing Program. Not allowed on the US History from 1877 Assessment. Use of a calculator (on mathematics assessment where calculators are not used by all students taking the test).</p> <p><b>Templates</b> - Templates to reduce visible print.</p> <p><b>Adaptive/Special Furniture</b> - Specialized table to fit a student’s wheelchair. Adapted keyboards.</p> <p><b>Abacus</b> - Only a student who is visually-impaired may use the abacus to solve mathematics problems.</p> <p><b>Secure Paper to Work Area</b> - Secure paper to work area with magnets/tape.</p> <p><b>Color Overlay</b> - Transparent color overlays.</p> <p><b>Math Tables/Numberline</b> - Use of memory aids, fact charts, or resource sheets . . . relates to the use of memory aids. A memory aid, fact chart, or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure . . . The memory aids, fact charts, and/or resource sheets for state assessments must: 1) be based upon the individual student’s learning needs, 2) be documented in the student’s IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.</p> <p><b>Dictionary/Glossary</b> - Spelling dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions). For Reading and Writing portions of MCT2 only. Not allowed on the Writing Assessment Grades 4 and 7 Tests. Not allowed on the Subject Area Testing Program English II Multiple Choice. Not allowed on the English II Writing Assessment.</p> <p><b>Other</b> - Memory aids. Use of memory aids, fact charts, or resource sheets . . . relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. . . The memory aids, fact charts, and/or resource sheets for state assessments must: 1) be based upon the individual student’s learning needs, 2) be documented in the student’s IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.</p> <p><b>Other</b> - Auditory trainers.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Missouri	<p><b>Light/Acoustics</b> - Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples of visual aids include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.</p> <p><b>Calculator</b> - The use of a calculator represents an accommodation when it is used on a section of the assessment for which calculator use is not allowed. Students may use talking calculators, but only in an isolated setting.</p> <p><b>Special Paper</b> - Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples of visual aids include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.</p> <p><b>Dictionary/Glossary</b> - Use of bilingual dictionary (not permissible for English II).</p>
Montana	<p><b>Calculator</b> - Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.</p> <p><b>Noise Buffer</b> - Student (not groups of students) wears equipment to reduce environmental noises.</p> <p><b>Manipulatives</b> - Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.</p> <p><b>Math Tables/Numberline</b> - Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.</p> <p><b>Dictionary/Glossary</b> - Bilingual dictionary: student uses a bilingual dictionary (note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Nebraska	<p><b>Calculator</b> - Calculation devices. If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used.</p> <p><b>Audio/Video Equipment</b> - Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen. Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often close-captioned. Captions are visible when activated by a decoder . . . Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired.</p> <p><b>Abacus</b> - Calculation devices. If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used.</p> <p><b>Manipulatives</b> - Calculation devices. If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used.</p> <p><b>Adapted Writing Tools</b> - Use pencil grips and large pencils.</p> <p><b>Visual Organizers</b> - Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. Spelling and grammar devices. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spell checkers.</p> <p><b>Assistive Technology</b> - Assistive technology that can be used for typing includes customized keyboards, mouth or headstick or other pointing devices, sticky keys, touch screen, and trackball.</p> <p><b>Special Paper</b> - Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. Spelling and grammar devices. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spell checkers.</p> <p><b>Math Tables/Numberline</b> - Calculation devices. If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used.</p> <p><b>Dictionary/Glossary</b> - Spelling and grammar devices. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spell checkers.</p> <p><b>Other</b> - Note takers. Students may have another student take notes or use an electronic note-taking device. Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period. Table indicates accommodation applied to assessment as well as instruction. Talking materials. Many classroom materials are now available with auditory components. These include calculators, talking clocks, thermometers, timers, and voltmeters.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Nevada	<p><b>Magnification Equipment</b> - IEP and 504 Accommodations Forms.</p> <p><b>Amplification Equipment</b> - Provide for special acoustics such as an amplifier for verbal instructions.</p> <p><b>Light/Acoustics</b> - Provide for special lighting and provide for special acoustics such as an amplifier for verbal instructions.</p> <p><b>Calculator</b> - A calculator, abacus, or multiplication chart on the CRT or HSPE in Math and a calculator on designated sections of the ITBS/ITED (not permitted on the Math Computation test or on Part 2 of Math Concepts and Estimation test).</p> <p><b>Templates</b> - A mask or colored overlay to cover portions of the test.</p> <p><b>Abacus</b> - A calculator, abacus, or multiplication chart on the CRT or HSPE in Math.</p> <p><b>Adapted Writing Tools</b> - Use pencils adapted in size or grip diameter.</p> <p><b>Visual Organizers</b> - Markers to maintain his/her place.</p> <p><b>Math Tables/Numberline</b> - A calculator, abacus, or multiplication chart on the CRT or HSPE in Math.</p> <p><b>Dictionary/Glossary</b> - Never allowed: student using a bilingual dictionary on the HSPE in Reading, Math, Science, or Writing.</p>
New Hampshire	<p><b>Calculator</b> - Considered a modification: Using calculator or manipulatives on Session 1 of the Mathematics test or a scientific or graphing calculator on session 3 of the Science test.</p> <p><b>Templates</b> - Reduction of visual print by blocking or other techniques and acetate shield.</p> <p><b>Abacus</b> - Abacus use for student with severe visual impairment or blindness.</p> <p><b>Manipulatives</b> - Considered a modification: Using calculator or manipulatives on Session 1 of the Mathematics test.</p> <p><b>Dictionary/Glossary</b> - Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Math, Science, and Writing only).</p>
New Jersey	<p><b>Light/Acoustics</b> - Providing special lighting.</p> <p><b>Calculator</b> - Using large face calculators (except for non-calculator section) and using talking calculators (except for non-calculator section).</p> <p><b>Templates</b> - Masking a portion of the test booklet or answer folder to eliminate visual distractions or providing reading windows.</p> <p><b>Adaptive/ Special Furniture</b> - Providing special furniture.</p> <p><b>Adapted Writing Tools</b> - Using a large diameter or modified special grip No. 2 pencil.</p> <p><b>Special Paper</b> - Using graph paper for math section and allowing separate additional continuation pages for writing tasks. These pages must be properly marked to link them to the correct student for credit.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

New Mexico	<p><b>Magnification Equipment</b> - Low vision devices, such as magnifiers.</p> <p><b>Amplification Equipment</b> - Amplification equipment, such as FM systems.</p> <p><b>Calculator</b> - Sharing calculators in the same session. Using calculators in Grades 3-7 SBAs. Using calculators with QWERTY keyboards; attached electronic pens; printing attachments; ability to communicate with raised screens, and attached cords. Using calculators in prohibited sessions (NMHSCE).</p> <p><b>Audio/Video Equipment</b> - Closed circuit TV.</p> <p><b>Manipulatives</b> - Use of additional manipulatives for the mathematics assessment, such as number lines, Touch Math and counting beans.</p> <p><b>Adapted Writing Tools</b> - Use of devices normally used by students for kinesthetic assistance (e.g., pencil grips).</p> <p><b>Color Overlay</b> - Use of devices normally used by students for visual assistance (e.g., colored overlays).</p> <p><b>Math Tables/Numberline</b> - Use of arithmetic tables.</p> <p><b>Dictionary/Glossary</b> - Use of a word-to-word translation dictionary or word list (with no definitions).</p> <p><b>Keyboard</b> - Adaptive keyboards provided if used in class. Not mentioned for other tests.</p> <p><b>Other</b> - Word predictor programs.</p>
New York	<p><b>Calculator</b> - Considered a modification (invalidates test score) if used on sections measuring calculation skills</p> <p><b>Audio/Video Equipment</b> - Audio tape of questions, items, and passages.</p> <p><b>Secure Paper to Work Area</b> - Papers secured to work area with tape/magnets.</p> <p><b>Math Tables/Numberline</b> - Mathematics tables, considered a modification (invalidates test score) if used on sections measuring calculation skills.</p> <p><b>Other</b> - Adapted measuring devices such as scales, graduated cylinders, Braille/large print rulers, tactile measuring tools, etc. Grammar-check device, considered a modification measuring writing skills.</p>
North Carolina	<p><b>Calculator</b> - Use of a calculator on a calculator inactive portion of a mathematics test invalidates the results of that test.</p> <p><b>Adapted Writing Tools</b> - Pencil grips.</p> <p><b>Assistive Technology</b> - Alternative/customized keyboards, stickie keys, touch screens, and trackballs may be used as accommodations unless use of the AT devices would invalidate test results. Devices that read aloud reading comprehension tests invalidate test results. Prediction software, electronic spellers, spell check and grammar check utilities invalidate the results of the writing assessment.</p>
North Dakota	<p><b>Calculator</b> - Calculators may not be used in part 1 of the mathematics test for grades 4, 5, 6, 7, 8, and 11, but may be used in the remaining tests, calculators are not allowed in any part of the grade 3 NDSA.</p> <p><b>Manipulatives</b> - Manipulatives, including counting objects, base 10 blocks, number lines, Touch Math.</p> <p><b>Visual Organizers</b> – Masks.</p> <p><b>Assistive Technology</b> - Word predictor programs.</p> <p><b>Keyboard</b> - Personal portable keyboards such as an AlphaSmart.</p> <p><b>Graphic Organizers</b> - Visual/graphic organizers.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Ohio	<p><b>Magnification Equipment</b> - Magnification device and visual aids.</p> <p><b>Calculator</b> - Used to perform all mathematical operations, not allowable. Calculator allowed for all students grade 6 and above. May be allowed as accommodation for some grade 5 students per four criteria. All Calculators must meet guidelines of ODE-approved calculator-see test administration guidelines. Specialized calculator (i.e., talking, Braille) per IEP documentation is allowed.</p> <p><b>Audio/Video Equipment</b> - Closed circuit television.</p> <p><b>Noise Buffer</b> - Headphones, ear plugs.</p> <p><b>Abacus</b> - Not allowed on reading passages/selections.</p> <p><b>Manipulatives</b> - Student uses manipulatives to enact response before writing response in test booklet and answer document, allowed. Student without visual impairments uses manipulatives to enact response before writing response in test booklet and answer document. Prohibited for math.</p> <p><b>Adapted Writing Tools</b> - Colored pencils, pencil grip, weighted pencil.</p> <p><b>Slant Board/Wedge</b> - Slant board.</p> <p><b>Secure Paper to Work Area</b> - Tape or magnets to secure paper to work area, (magnets may not be used in any way on science tests.</p> <p><b>Visual Organizers</b> - Filters to cover parts of test.</p> <p><b>Special Paper</b> - Different paper, graph paper, wide-ruled paper.</p> <p><b>Math Tables/Numberline</b> - Arithmetic tables, formula sheet.</p> <p><b>Dictionary/Glossary</b> - Only for students classified as Limited English Proficiency (LEP), must be the same dictionary that is used for classroom instruction. Dictionary, thesaurus, students who are not classified as Limited English Proficient.</p> <p><b>Thesaurus</b> - Dictionaries or thesauri are not allowed on reading and writing tests, but are allowed on mathematics, social studies, and science tests.</p> <p><b>Keyboard</b> - Word processor, computer, keyboarding device, typewriter to key responses.</p> <p><b>Other</b> - List of formulae or other reference information, explanation of use of formulae, not allowable. Formula sheet is provided for all students at grade 8 and OGT. Must be specific formula sheet provided by state for test administration, allowable. List of formulae or other reference information, not allowable. Explanation of use of formulae, not allowable. Weighted lap object or vest, bead cushion, vibrating pillow. Reading guides.</p>
Oklahoma	<p><b>Abacus</b> - Students using a Braille test may be provided with an abacus.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Oregon	<p><b>Magnification Equipment</b> - Visual magnification devices.</p> <p><b>Amplification Equipment</b> - Auditory amplification devices, hearing aids.</p> <p><b>Light/Acoustics</b> - Special lighting.</p> <p><b>Audio/Video Equipment</b> - Answers recorded (CD, video).</p> <p><b>Adaptive/ Special Furniture</b> - Adaptive equipment/furniture.</p> <p><b>Adapted Writing Tools</b> - Allow response aids, e.g. adaptive pencils, track ball, key guards, and skins.</p> <p><b>Secure Paper to Work Area</b> - Stabilize test materials/papers, e.g., tape, magnets, clips, clamps.</p> <p><b>Visual Organizers</b> - Masks/markers to limit distractions. Use of masking device while copying from rough to final.</p> <p><b>Color Overlay</b> - Provide transparent sheets (clear or tinted) to protect test materials or to improve focus or contrast sheeting.</p> <p><b>Assistive Technology</b> - Students using any assistive technology device that serves as their primary communication mode (adaptive keyboard, word processor, etc.).</p> <p><b>Dictionary/Glossary</b> - Use of math content dictionary for math assessment only is a modification. Modifications change the content or performance standards of what is being measured by the test, knowledge and skills modifications table. Thesaurus or dictionary, English or other language/English. Use of a thesaurus (English, other language, or combination language) or dictionary is considered a modification on the knowledge and skills tests. Modifications change the content or performance standards of what is being measured by the test, knowledge and skills modifications table. Handbooks and locally developed handouts which go beyond word definitions, usage, or spelling guides are considered modifications on the writing test.</p> <p><b>Thesaurus</b> - Thesaurus or dictionary, English or other language/English. Upon student request only. Use of a thesaurus (English, other language, or combination language) or dictionary is considered a modification on the knowledge and skills tests. Modifications change the content or performance standards of what is being measured by the test. Handbooks and locally developed handouts which go beyond word definitions, usage, or spelling guides are considered modifications on the writing test.</p> <p><b>Graphic Organizers</b> - A variety of graphic organizers, without text prompts, may be made available from which students may choose.</p> <p><b>Other</b> - Commercially, or locally published materials that only include word definitions, and spelling list (with or without spelling rules) and that do not incorporate instructional or learning strategies for guidance in the writing process, including a contractions list (in Braille, English, or other languages) that provides a spelling of the contracted symbol(s), not definitions. The abbreviations or contractions in one language would be spelled out in the same language. Correction fluid, white-out correction tape. Electronic language translation devices used to translate into languages not provided by the state is considered a modification. Modifications change the content or performance standards of what is being measured by the test.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Pennsylvania</p>	<p><b>Calculator</b> - Not permitted in the non-calculator section of the mathematics test.</p> <p><b>Templates</b> - Masking allowed.</p> <p><b>Audio/Video Equipment</b> - Closed circuit television.</p> <p><b>Abacus</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculation but not reasoning, a calculator, number line, or Cranmer abacus may be used.</p> <p><b>Manipulatives</b> - Use of any manipulative other than described in these guidelines during the PSSA.</p> <p><b>Special Paper</b> - Large lined paper, widely spaced paper, scratch.</p> <p><b>Math Tables/Numberline</b> - Number lines.</p> <p><b>Graphic Organizers</b> - Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Use of pre-printed graphic organizer for the PSSA test prohibited.</p> <p><b>Other</b> - Reference materials. The only reference material allowed is a copy of the original formula sheet and scoring guidelines provided in the mathematics, reading, and writing handbooks posted on the PDE website at <a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a> and in the handbook for assessment coordinators and administrators. The only exception is for students who have a documented need for number lines specified in an IEP, 504 Service plan, or ELL program.</p>
<p>Rhode Island</p>	<p><b>Light/Acoustics</b> - Special acoustics. Special lighting.</p> <p><b>Calculator</b> - Using a calculator on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Abacus</b> - For student with severe visual impairment or blindness (mathematics-all sessions). If used by a student without a visual impairment on session 1 of the math test is considered a modification with implications for scoring.</p> <p><b>Manipulatives</b> - Using manipulatives on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Color Overlay</b> - Acetate shield.</p> <p><b>Assistive Technology</b> - Student dictates constructed responses using assistive technology (reading and math only).</p> <p><b>Dictionary/Glossary</b> - Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only).</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>South Carolina</p>	<p><b>Magnification Equipment</b> - E.g., closed-circuit television, optical low-vision aid.</p> <p><b>Amplification Equipment</b> - Amplification equipment or special acoustics (e.g., auditory trainer, sound field system).</p> <p><b>Light/Acoustics</b> - Special lighting.</p> <p><b>Calculator</b> - Considered a modification with implications for scoring on the PACT. Allowed for all students without implications for scoring on the math section of the HSAP, the Algebra I/Math for the Technologies 2 and Physical Science end-of-course exams.</p> <p><b>Templates</b> - Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention.</p> <p><b>Audio/Video Equipment</b> - Television monitor and VCR.</p> <p><b>Manipulatives</b> - Certain manipulatives may be used as an accommodation depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.</p> <p><b>Adapted Writing Tools</b> - Pencil grips or large-diameter pencil.</p> <p><b>Assistive Technology</b> - Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer).</p> <p><b>Special Paper</b> - Respond on separate paper.</p> <p><b>Math Tables/Numberline</b> - Number line. If the student creates his or her own number line or the TA gives the student a blank number line, this is an accommodation. If the TA gives the student a completed number line, it is a modification with implications for scoring.</p> <p><b>Dictionary/Glossary</b> - All students may use a dictionary on the extended-response portion of the English Language Arts test of the HSAP.</p> <p><b>Thesaurus</b> - All students may use a thesaurus during the extended-response portion of the English Language Arts test of the HSAP.</p> <p><b>Keyboard</b> - Adaptive keyboard.</p>
<p>South Dakota</p>	<p><b>Light/Acoustics</b> - Special lighting.</p> <p><b>Calculator</b> - Any four-function, scientific, or graphing calculator is allowed on the DSTEP Math and Science test unless on the prohibited list. Prohibited calculators: pocket organizers, handheld or laptop computers, electronic writing pads or pen-input devices, calculators built into cellular phones or other wireless communication devices, calculators with a typewriter keypad (keys in QWERTY format), and calculators with built-in Computer Algebra Systems. Talking calculators provided; the student is tested individually or with the use of headphones. Students in grades 2-7 should not be allowed to use a calculator while taking the Math Performance Series exam.</p> <p><b>Abacus</b> - For visually impaired students.</p> <p><b>Adapted Writing Tools</b> - Large-diameter pencil, pencil grip, special pencil or pen.</p> <p><b>Visual Organizers</b> - Visual organizers (i.e. masks, markers, rulers).</p> <p><b>Assistive Technology</b> - Assistive or augmentative technology, contact the SD DOE for approval.</p> <p><b>Dictionary/Glossary</b> - Translation dictionaries, word lists, glossaries.</p>



**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Tennessee	<p><b>Calculator</b> - Calculator/mathematics tables (only addition, subtraction, multiplication, and division). Calculators or mathematics tables may be used for test items, and are permitted on all TCAP Achievement tests and the Algebra I Gateway Test. Mathematics tables include only tables for the whole number operations - addition, subtraction, multiplication, and division.</p> <p><b>Manipulatives</b> - IEP or 504 Service Plan goal in mathematics where manipulatives are consistently used.</p> <p><b>Visual Organizers</b> - Masks.</p> <p><b>Assistive Technology</b> - IEP or 504 Service Plan where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed).</p> <p><b>Math Tables/Numberline</b> - Calculator/mathematics tables (only addition, subtraction, multiplication, and division). Calculators or mathematics tables may be used for test items, and are permitted on all TCAP Achievement tests and the Algebra I Gateway Test. Mathematics tables include only tables for the whole number operations: addition, subtraction, multiplication, and division.</p> <p><b>Dictionary/Glossary</b> - Bilingual dictionary. Not allowed on the language arts, reading, spelling, word analysis nor vocabulary subtests of the achievement tests. Not allowed on the writing assessment, nor the English I or II subtests of the EOC/Gateway.</p> <p><b>Other</b> - Pointers.</p>
Texas	<p><b>Calculator</b> - For TAKS (accommodated) math tests at grades 3-6 . . . TAKS-M math if the above conditions are met. Graphing calculators must be provided to all students taking TAKS, including TAKS (Accommodated), and the TAKS-M math tests at grades 9-11 and exit level. Four-function, scientific, or graphing calculators must be provided to students taking TAKS, including TAKS (accommodated), and the TAKS-M math tests at grades 9-11 and exit level. These are not accommodations, but a part of standard test administration procedures required for all these tests. Interactive software, text readers, audio tapes, adaptive listening devices, and talking calculator, allowed on TAKS-Alt.</p> <p><b>Audio/Video Equipment</b> - Video clips, allowed on TAKS-Alt.</p> <p><b>Noise Buffer</b> - Allowed on all tests.</p> <p><b>Adaptive/Special Furniture</b> - Stenders, special chairs, support cushions, slat or vertical boards, adaptive tables and modified keyboards, touch screens, joysticks, modified mouse, head mouse, allowed on the TAKS-Alt.</p> <p><b>Manipulatives</b> - The following manipulatives are approved for use on TAKS (accommodated) without submission of an Accommodation Request Form: figures, coins, clocks with gears, base-ten blocks, non-labeled fraction pieces, and various types of counters (e.g., beans, blocks, etc.). Manipulatives that serve as a tool and not a source of direct answers are allowed on TAKS-M without the submission of an Accommodation Request Form. Magnetic or manipulative letters allowed on TAKS-Alt.</p> <p><b>Adapted Writing Tools</b> - Adaptive writing equipment, pencil grips, tactile paper with raised lines, allowed on TAKS-Alt.</p> <p><b>Slant Board/Wedge</b> - Allowed on TAKS-Alt.</p> <p><b>Visual Organizers</b> - A student may use a blank place marker on the test and answer document. These place markers may include index cards, adhesive notes, etc.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Texas (Cont'd)</p>	<p><b>Color Overlay</b> – Color coding and colored overlays allowed on TAKS-Alt.</p> <p><b>Assistive Technology</b> - Interactive software, text readers, audio tapes, adaptive listening devices, computer accessible equipment, activation of switches to record answers, word prediction software, switches, and pictures to text software, allowed on TAKS-Alt.</p> <p><b>Special Paper</b> - Scratch paper (blank, lined, or graph paper). Heat sensitive paper allowed on TAKS-Alt.</p> <p><b>Dictionary/Glossary</b> - Allowed on the entire grade 9 reading test, the written composition section of the grade 7 writing test, the written composition and reading sections of the grades 10 and 11 exit level ELA tests, and the LAT administration of the grade 10 ELA test. Audio tapes under verbal access category, reference materials and picture dictionaries, allowed on TAKS-Alt.</p> <p><b>Graphic Organizers</b> - Graphic organizers that contain any words, numbers, or symbols are considered supplemental aids. An Accommodation Request Form is not required for the use of blank graphic organizers. For the TELPAS reading, decisions regarding blank graphic organizers should be made in accordance with whether the student will also be assessed with TAKS (accommodated) or TAKS-M. Graphic organizers, charts, maps, outlines, timelines, concept maps allowed on the TAKS-alt.</p> <p><b>Other</b> - Positioning device under physical access category allowed for TAKS-Alt, page 37. Light box and laser lights and pens, under visual access in Presentation Supports/Materials for TAKS-Alt.</p>
<p>Utah</p>	<p><b>Magnification Equipment</b> – Eyeglass-mounted magnifiers, free-standing or handheld magnifiers, enlarged computer monitors, computers with screen enlargement programs, and closed-circuit televisions (CCTV).</p> <p><b>Calculator</b> - May be used on CRT non-calculator section as well as IBSCT. Must be Texas Instrument 89 or lower.</p> <p><b>Assistive Technology</b> - Talking materials, including calculators, talking clocks, thermometers, timers, and voltmeters. Screen reader, not allowed on language arts subtest of the UBSCT, the UALPA, or on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options on the CRT secondary language arts test may not be converted to speech. Math and science passages, questions and options on the CRT may be converted to speech.</p> <p><b>Special Paper</b> - Graph and scratch paper.</p> <p><b>Dictionary/Glossary</b> - Bilingual word lists and definitions or explanations are not allowed. CRT and Iowa basic skills, bilingual word list not provided or allowed. UBSCT, allowed. Only bilingual word lists provided by the USOE allowed.</p> <p><b>Other</b> - Translated formulas, not allowed on the Iowa Tests.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Vermont	<p><b>Calculator</b> - Using a calculator on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Abacus</b> - Abacus use for students with severe visual impairment or blindness. Use of an abacus on session 1 of the math test for students without severe visual impairment or blindness is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Manipulatives</b> - Using manipulatives on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Color Overlay</b> - Acetate shield.</p> <p><b>Assistive Technology</b> - Student dictates constructed responses using assistive technology (reading and math only).</p>
Virginia	<p><b>Magnification Equipment</b> - Magnifying glass.</p> <p><b>Amplification Equipment</b> - Amplification equipment (e.g., hearing aid or auditory trainer).</p> <p><b>Light/Acoustics</b> - Special lighting.</p> <p><b>Calculator</b> - Allowed on the grade 3 mathematics test and on the computation section of the grades 4, 5, 6, and 7 mathematics test (calculators are not routinely supplied to all students). Use of calculator with additional functions to those routinely supplied to all students.</p> <p><b>Templates</b> - Templates. Masks or markers to maintain place.</p> <p><b>Audio/Video Equipment</b> - Audio-tape version of test items. Allowed for all students with an IEP or 504 Plan on the math, science, history/social science, and writing assessments. Only allowed on the reading test for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty. If the audio accommodation is used on the reading test for students with disabilities who have not been determined as eligible by the school division according to the criteria stated above, it will be considered a non-standard accommodation.</p> <p><b>Adapted Writing Tools</b> - Large diameter/special grip pencil.</p> <p><b>Assistive Technology</b> - Word prediction/selection software is allowed on the writing prompt component of the SOL writing assessments only.</p> <p><b>Math Tables/Numberline</b> - Arithmetic tables (only if test allows calculator). Allowed on grade 3 mathematics test and on the computation section of the grades 4, 5, 6, and 7 mathematics tests.</p> <p><b>Dictionary/Glossary</b> - Spelling dictionary.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

<p>Washington</p>	<p><b>Magnification Equipment</b> - Provide low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students.</p> <p><b>Calculator</b> - Student uses calculator on mathematics test sections (High school only).</p> <p><b>Templates</b> - Use tools to adjust color backgrounds like overlays, student uses a strip of heavy paper to assist in tracking.</p> <p><b>Audio/Video Equipment</b> - Provide low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students.</p> <p><b>Adaptive/Special Furniture</b> - Decision to provide accommodation must be made on an individual basis and must not be used for the first time on state tests.</p> <p><b>Abacus</b> - Student uses an abacus and other manipulatives for students on the tools day of the mathematics test.</p> <p><b>Manipulatives</b> - Student uses an abacus and other manipulatives for students on the tools day of the mathematics test.</p> <p><b>Adapted Writing Tools</b> - Student uses a No. 2 pencil adapted in size or grip.</p> <p><b>Assistive Technology</b> - Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students’ responses verbatim into a regular test booklet.</p> <p><b>Special Paper</b> - Student uses visual/graphic organizers such as graph paper, place markers, scratch paper and templates, and semantic mapping software.</p> <p><b>Math Tables/Numberline</b> - Arithmetic table and number chart.</p> <p><b>Dictionary/Glossary</b> - Student uses a glossary during mathematics and science tests (if provided by OSPI). Student uses spelling and grammar devices such as electronic dictionaries, thesauruses, and/or spelling devices on any test for which the Section 504 plan or IEP stipulates the use (writing only).</p> <p><b>Thesaurus</b> - Student uses spelling and grammar devices such as electronic dictionaries, thesauruses, or spelling devices on any test for which the Section 504 plan or IEP stipulates the use (writing only).</p> <p><b>Graphic Organizers</b> - Student uses visual/graphic organizers such as graph paper, place markers, scratch paper and templates, and semantic mapping software. No visual/graphic organizers or semantic mapping software can be used for the state assessments.</p> <p><b>Other</b> - Whisper phone. Provide headphones if the student plays audio-recordings or uses speech-to-text software.</p>
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**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

West Virginia	<p><b>Magnification Equipment</b> – On the online writing assessment, use a magnifying screen cover when it is the student’s typical mode of accessing written material.</p> <p><b>Calculator</b> - Calculators may be used on all sessions of the mathematics and science tests EXCEPT session 1, part 1, of the mathematics test. Calculators allowed on all sections of the APTA math test. Calculators may be used on the EXPLORE Math test.</p> <p><b>Templates</b> - Template (i.e., typoscope), graph paper, place markers.</p> <p><b>Abacus</b> - Abacus for computations and note taking while reading and responding to questions is permissible in all content areas. Use an abacus on all parts of the mathematics test for blind students. Abacus allowed on all sessions of the APTA math test.</p> <p><b>Color Overlay</b> - Color visual overlays.</p> <p><b>Assistive Technology</b> - Use a computer, typewriter, or other assistive technology device to respond.</p> <p><b>Special Paper</b> - Scratch and graph paper. Not allowed on ACT PLAN.</p> <p><b>Math Tables/Numberline</b> - Arithmetic tables allowed for all students taking the APTA. Allowed on all sessions of the APTA math test.</p> <p><b>Dictionary/Glossary</b> - Use an electronic translator or sign-dictionary to respond. Use an electronic translator or bilingual dictionary to present directions, stimulus material, questions and/or answer choices verbatim for the math, science, social studies, and both writing assessments. May only be used to present directions for the reading/language arts test. Use an electronic translator or bilingual dictionary to respond. For LEP students on APTA. Allowed on ACT PLAN.</p> <p><b>Other</b> - On EXPLORE: Use a secure electronic Braille note taker for directions and test stimulus materials. Line guide.</p>
Wisconsin	<p><b>Calculator</b> - Students in grade 3 or 4 uses a calculator or multiplication table on all sections of the Mathematics test except sections measuring computation skills.</p> <p><b>Math Tables/Numberline</b> - Students in grade 3 or 4 uses a calculator or multiplication table on all sections of the Mathematics test except sections measuring computation skills.</p> <p><b>Dictionary/Glossary</b> - Provide bilingual word lists or word-to-word translations.</p> <p><b>Graphic Organizers</b> - Graphic organizer (with no text).</p> <p><b>Other</b> - Use page markers (e.g., bookmark or straight edge) to maintain place.</p>

**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations (continued)**

Wyoming	<p><b>Amplification Equipment</b> - Use of auditory amplification devices, such as hearing aids/noise buffers.</p> <p><b>Light/Acoustics</b> - Provide special lighting.</p> <p><b>Calculator</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive devise (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators).</p> <p><b>Templates</b> - Uses templates to reduce glare or enhance text.</p> <p><b>Audio/Video Equipment</b> - Closed Circuit Television.</p> <p><b>Noise Buffer</b> - Use of auditory amplification devices, such as hearing aids/noise buffers.</p> <p><b>Abacus</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive devise (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators). Listed as nonstandard and instruction only.</p> <p><b>Manipulatives</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive devise (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators). Listed as nonstandard and instruction only.</p> <p><b>Visual Organizers</b> - Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates.</p> <p><b>Color Overlay</b> - Color overlays to reduce glare or enhance text.</p> <p><b>Special Paper</b> - Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates.</p> <p><b>Math Tables/Numberline</b> - If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive devise (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. Calculators may be adapted with large keys or voice output (talking calculators). Listed as nonstandard and instruction only.</p> <p><b>Dictionary/Glossary</b> - Student uses a bilingual dictionary provided by the school.</p> <p><b>Other</b> - Use of a computer monitor screen cover.</p>
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Table B.22A: Response Accommodations (1 out of 2)

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communication Device	Spell Checker/ Assistance
Alabama	*AI/AC	*AC	*AI/AC		*AI/AC	P
Alaska	*A	*A	*A	*A		*AI
Arizona	*AC	*P	*A			
Arkansas	*A		*A			
California	*AI/AC	*AI/AC	A	*AI/AC	*AC	*AC
Colorado	AC	A			A	
Connecticut	*A	*A	*A			P
Delaware	A	A	A		A	A
District of Columbia	*A	A	A	*A		
Florida	*A	*A	A	A	*A	P
Georgia	*AC	AC/UA	*AC		*AC/UA	P
Hawaii	*AI					
Idaho	AC	*AC	A		A	*AC
Illinois	*A	*A	*A			P
Indiana	A	*A			A	P
Iowa	A	*A	A	A		A
Kansas	*AI	*A	A	A	A	A
Kentucky	A	A			A	
Louisiana	A	A	A	A	A	
Maine	A	*A	*A	A	*AC	
Maryland	*A	*A	A	*A	*A	*AC
Massachusetts	A	*A	*A			*AC/UA

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

Table B.22A: Response Accommodations (1 out of 2) (continued)

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communication Device	Spell Checker/ Assistance
Michigan	*A	*AC	*A	*A	*A	*A
Minnesota	A	A	A	*A		
Mississippi	A	*AC	*A	*A	*A	
Missouri	A	*A		*A	*A	
Montana	*A	*A				P
Nebraska	*A	*A	A	*A	*A	*A
Nevada	*AC	*A	*A			P
New Hampshire	A	A			*A	
New Jersey	*A	*A	A		*A	P
New Mexico	*AC	*AC	*A	*A	*AC	*AC
New York	A	*A	A	A		*AI/AC
North Carolina	*AC		AC	*A		*AI/AC
North Dakota	*A	A			*A	A
Ohio	*AC	*A	A			*AC
Oklahoma	*A	*A	*A	*A		P
Oregon	*AC	*AI/AC	A	*A		*A
Pennsylvania	*AC	*A	A	*AC	*A	P
Rhode Island	*AC	*A				P
South Carolina	*A	*AI/AC	*A	A	*A	*AC
South Dakota	A	*A	*A	*A		P
Tennessee	A	*AC	*AC	*A	*AC	*P
Texas	A	A	A		A	*AC
Utah	A	*AC	A	*AC		P

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies



**Table B.22A: Response Accommodations (1 out of 2) (continued)**

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communication Device	Spell Checker/ Assistance
Vermont	*AC	*A				P
Virginia	*A	*AC	*A	*AC	*AC	A
Washington	A	*A	*A			
West Virginia	*A	*AC	*A		AC	
Wisconsin	*A	*A	*AC		*A	AC
Wyoming	*A	*A	A	*A	A	*A//AC
<b>Total</b>	<b>A: 35 AC: 12 AI: 2 AI/AC: 2</b>	<b>A: 34 AC: 9 P: 1 AI/AC: 3 AC/UA: 1</b>	<b>A: 36 AC: 4 AI/AC: 1</b>	<b>A: 22 AC: 3 AI/AC: 1</b>	<b>A: 21 AC: 6 AI/AC: 1 AC/UA: 1</b>	<b>A: 8 AC: 8 P: 16 AI: 1 AI/AC: 3 AC/UA: 1</b>

\* See Table B.23 for specifications of response accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.22B: Response Accommodations (2 out of 2)**

State	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/Text Device	Monitor Placement of Student Responses
Alabama		*AI/AC	*AI/AC		
Alaska	A	*A	*A	*A	*A
Arizona	A				
Arkansas					
California		*A		*A	
Colorado	A	*AC			
Connecticut	*A	*A			
Delaware	A	A		A	A
District of Columbia			*A		
Florida	A	*A	A	*AC	*A
Georgia	*AC/UA		*AC/UA		
Hawaii					
Idaho	A	A	A		
Illinois	A		A		
Indiana	*A	A	A		
Iowa	A			A	
Kansas	A	A	A	*P	A
Kentucky	A			*A	
Louisiana	A			*A	
Maine	A			*AC	
Maryland	A		*A	*A	*A
Massachusetts				*AC	A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.22B: Response Accommodations (2 out of 2) (continued)**

State	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/Text Device	Monitor Placement of Student Responses
Michigan	A	*AC	*A	*AC	
Minnesota	A			A	
Mississippi	A				
Missouri	A	*A	A		
Montana				*A	
Nebraska	A		*A	*A	
Nevada	A				
New Hampshire	A		*A		
New Jersey	A				
New Mexico	A	*A	*AC	*AC	
New York	*AC	*AC		*AC	
North Carolina	*A			*AC	
North Dakota	A	*A	*A	*A	
Ohio	A		A		
Oklahoma	A				
Oregon	A	*AC	*A	AC	
Pennsylvania	A			*AC	A
Rhode Island	A		A		
South Carolina	*A		A		
South Dakota	A	A			
Tennessee				*AC	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.22B: Response Accommodations (2 out of 2) (continued)**

State	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/Text Device	Monitor Placement of Student Responses
Texas		A	A		
Utah	A			*AC	
Vermont	A		*A		
Virginia	*A		A		
Washington		*A	*A	*AC	
West Virginia	*A			*A	
Wisconsin	A	AC	*A	AC	
Wyoming	A		A	*AC	*A
<b>Total</b>	<b>A: 39 AC: 1 AC/UA: 1</b>	<b>A: 14 AC: 5 AI/AC: 1</b>	<b>A: 23 AC: 1 AI/AC: 1 AC/UA: 1</b>	<b>A: 12 AC: 14 P: 1</b>	<b>A: 8</b>

\* See Table B.23 for specifications of response accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations**

Alabama	<p><b>Proctor/Scribe</b> - Allowed only on Stanford 10 (considered non-standard), Alabama Reading and Mathematics Test (ARMT), Alabama Science Assessment (ASA), Alabama Alternate Assessment (AAA), and Alabama High School Graduation Exam (AHSGE). Prohibited on all other tests.</p> <p><b>Computer or Machine</b> - Allowed on the Alabama Direct Assessment of Writing (ADAW) if spell/grammar checker and dictionary programs are turned off. Allowed on the Alabama High School Graduation Exam (AHSGE) and the Alabama Alternate Assessment (AAA). Prohibited on all other tests.</p> <p><b>Write in Test Booklets</b> - Allowed only on Stanford 10 (considered non-standard), Alabama Reading and Mathematics Test (ARMT), Alabama Science Assessment (ASA), and Alabama High School Graduation Exam (AHSGE). Prohibited on all other tests.</p> <p><b>Communication Device</b> - Allowed only on Stanford 10 (considered non-standard), Alabama Reading and Mathematics Test (ARMT), Alabama Science Assessment (ASA), and Alabama Alternate Assessment (AAA). Prohibited on all other tests.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Allowed only on Stanford 10 (considered non-standard), Alabama Reading and Mathematics Test (ARMT), Alabama Science Assessment (ASA), and Alabama Alternate Assessment (AAA). Prohibited on all other tests.</p> <p><b>Pointing</b> - Allowed only on Stanford 10 (considered non-standard), Alabama Reading and Mathematics Test (ARMT), Alabama Science Assessment (ASA), and Alabama Alternate Assessment (AAA). Prohibited on all other tests.</p>
Alaska	<p><b>Proctor/Scribe</b> - Using typewriter or computer without spell or grammar checker.</p> <p><b>Computer or Machine</b> - Using typewriter or computer without spell or grammar checker.</p> <p><b>Write in Test Booklets</b> - Allowing students to mark responses in test booklet if test employs a separate answer sheet. (Student responses must be transcribed by the test administrator/proctor according to procedures detailed in the test administration directions.)</p> <p><b>Tape Recorder</b> - Allowing student to tape response for later verbatim transcription.</p> <p><b>Spell Checker/Assistance</b> - Spelling and grammar can also be checked with pocket spell checkers... Pg. 39 Accommodations Manual. Considered non-standard: use of the accommodation on state assessments will result in a non-scorable (invalid) assessment</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Allowing alternative responses such as oral, sign, typed, and pointing.</p> <p><b>Pointing</b> - Allowing alternative responses such as oral, sign, typed, and pointing.</p> <p><b>Speech/Text Device</b> - Speech to text conversion or voice recognition allows students to use their voices as input devices.</p> <p><b>Monitor Placement of Student Responses</b> - Providing detailed monitoring to ensure student marks responses in correct answer area.</p> <p><b>Other</b> - Providing student with additional room for writing response. (Student responses must be transcribed by the test administrator/proctor according to procedures detailed in the test administration directions.)</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

<p>Arizona</p>	<p><b>Proctor/Scribe</b> - It is allowed as a standard accommodation, for all students if they have an injury that makes it difficult to participate. They may record or dictate their responses to multiple choice questions to a scribe. A student may record or dictate multiple choice responses to a scribe. However, it is not allowed for the writing test.</p> <p><b>Computer or Machine</b> - Electronic devices, including, but not limited to, computers, cell phones, digital watches, personal digital assistants, and portable music players are prohibited during AIMS testing.</p> <p><b>Write in Test Booklets</b> - A student with an injury, such as a broken hand or arm, that would make it difficult to participate in state assessments may receive the following standard accommodations as needed.</p>
<p>Arkansas</p>	<p><b>Proctor/Scribe</b> - A teacher records the student’s verbal responses. This means that the teacher writes the student’s verbal responses into his/her answer document. This must be done in an individual setting. This accommodation is difficult on the Writing portions of the Augmented Benchmark and Grade 11 Literacy Exams. Because the writing is scored for mechanics and usage, the student must spell each word and must provide each mark of capitalization and punctuation as he/she dictates his/her response.</p> <p><b>Write in Test Booklets</b> - Student must write all answers in the test booklet. This must be done in an individual setting. The student may not have extra paper. The teacher is to copy the student’s answers into the answer document exactly as the student wrote them. This accommodation is used with Large Print and Braille test booklets.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

California	<p><b>Proctor/Scribe</b> - Allowed as an accommodation on selected-response items and essay questions if the student provides all spelling and language conventions. If scribe provides spelling, grammar, and language conventions for essay responses, considered a modification with implications for scoring on STAR, CAHSEE, and CELDT tests.</p> <p><b>Computer or Machine</b> - Word processing software is allowed as an accommodation for essay responses if spell and grammar check tools are turned off. If spelling and grammar check tools are on, it is considered a modification with implications for scoring on STAR, CAHSEE and CELDT tests.</p> <p><b>Tape Recorder</b> - Allowed as an accommodation on essay questions if the student provides all spelling and language conventions. If scribe provides spelling, grammar, and language conventions for essay responses, considered a modification with implications for scoring on STAR, CAHSEE, and CELDT tests.</p> <p><b>Communication Device</b> - Augmentative communication device, allowed only on CAPA (Alt. assessment).</p> <p><b>Spell Checker/Assistance</b> - Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test. Considered modification for STAR, CAHSEE and CELDT for eligible students.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student’s IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student’s IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment. Only allowed if student provides all spelling and language conventions.</p> <p><b>Speech/Text Device</b> - Allowed only if student provides all spelling and language conventions.</p> <p><b>Other</b> - Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech. When appropriate, accept eye gaze as a way of indicating response. Allowed only on CAPA (Alt. assessment).</p>
Colorado	<p><b>Sign Responses to Sign Language Interpreter</b> - Use of signing to respond to a scribe</p> <p><b>Other</b> - Eye Gaze only allowed on alternate assessment.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Connecticut	<p><b>Proctor/Scribe</b> - Bubblers. School staff may bubble student verbal and non-verbal (pointing, gesturing) responses during testing to multiple-choice and grid-in items ONLY. For CAPT and CMT, Bubblers can only be used for multiple choice/grid-in items, and not for open ended/extended response items.</p> <p><b>Computer or Machine</b> - Word processor. Students may use a word processor without using spell check or grammar check to complete open-ended or extended response items.</p> <p><b>Write in Test Booklets</b> - All students are allowed to make notes in the margins of their test booklets. Students may respond to multiple choice and grid-in items in their Large Print test booklet. Students may respond to the open-ended items in their large Print test booklet. They may also type their responses without using spell check and grammar check capabilities.</p> <p><b>Brailier</b> - Blind students may record their responses using Braille onto a separate sheet of paper or use a word processor without using spell check and grammar check capabilities. Students may not dictate their responses to open-ended or extended response items.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Deaf and hard of hearing students may sign responses to multiple-choice and griddable items only. This is for students for whom circling answers in the test booklet is not a sufficient accommodation and must be administered in an alternate setting.</p> <p><b>Other</b> - If necessary, students may circle multiple-choice answers in their test booklet; however they must avoid marking the bubbles on CMT test booklets.</p>
Delaware	<p><b>Other</b> - Student responds to the test by writing responses in Spanish. Only allowed for the first draft of the writing test.</p>
District of Columbia	<p><b>Proctor/Scribe</b> - Oral response to tests. A student dictates to examiner responses to constructed response items. Dictation may be transcribed later, but it may not be edited by anyone other than the student.</p> <p><b>Tape Recorder</b> - Student responds to constructed-response items on audio tape for later verbatim transcription.</p> <p><b>Pointing</b> - Students indicate answers to multiple-choice questions by pointing or other method.</p>



**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

<p>Florida</p>	<p><b>Proctor/Scribe</b> - for FCAT writing + (essay), punctuation must be indicated and unfamiliar words must be spelled by the student.</p> <p><b>Computer or Machine</b> - spell and grammar check must be inactive. Also, computerized version of test (may provide visual /auditory adaptations).</p> <p><b>Communication Device</b> - examples include those from the Prentke Romich Company (Pathfinder, Vanguard, or Vantage) and DynaVox Systems (DV4 or MT4).</p> <p><b>Sign Responses to Sign Language Interpreter</b> - for FCAT writing + (essay), punctuation must be indicated and unfamiliar words must be spelled by the student.</p> <p><b>Speech/Text Device</b> - text-to-speech technology to communicate directions and test items other than reading passages and items; text-to-speech software for passages and items testing reading skills is not allowed; students may use speech-to-text technology to indicate answers; for speech-to-text technology, the spell check and grammar check must be inactive.</p> <p><b>Monitor Placement of Student Responses</b> - students may be monitored periodically by the test proctor to ensure that the answers are marked in the proper space for the item.</p>
<p>Georgia</p>	<p><b>Proctor/Scribe</b> - Not allowed on the speaking portion of ACCESS for ELLs. Allowed as a standard accommodation on all other tests.</p> <p><b>Write in Test Booklets</b> - Not allowed on the Georgia Kindergarten Inventory of Developing Skills (GKIDS), the Writing test, or the speaking portion of ACCESS for ELLs. Allowed as a standard accommodation on all other tests.</p> <p><b>Communication Device</b> - Grammar and spell check devices must be disabled. Considered nonstandard on the Norm-Referenced Test (NRT), standard on all other tests.</p> <p><b>Braille</b> - Nonstandard on NRT. Not allowed on ACCESS. Standard on all other tests.</p> <p><b>Pointing</b> - Not allowed on the Writing test or the speaking portion of ACCESS for ELLs. Considered nonstandard on the Norm-Referenced Test (NRT). Allowed as a standard accommodation on all other tests.</p> <p><b>Other</b> - Verbal responses in English only. Not allowed on the Writing test or the writing portion of ACCESS for ELLs. Considered nonstandard on the Norm-Referenced Test (NRT). Allowed as a standard accommodation on all other tests.</p>
<p>Hawaii</p>	<p><b>Proctor/Scribe</b> - Having a scribe who meets the Test Administrator requirements on page 40 bubble and write responses for a student in an individual setting only. Criterion-referenced and non-comparable separate national norm-referenced scores will be provided.</p> <p><b>Other</b> - Circle multiple-choice responses in test booklets instead of darkening bubbles in response booklet (gr.4-8, 10), Circling own multiple choice responses rather than darkening bubbles directly in test booklets (gr.3), p.27.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Idaho	<p><b>Computer or Machine</b> - Spell checker not allowed if spelling is being tested. Type on or speak to a word processor.</p> <p><b>Spell Checker/Assistance</b> - not allowed if spelling is being tested; excludes mechanics on written composition. Use spelling and grammar assistive device (not when assessing writing mechanics).</p> <p><b>Other</b> - Wider lines or margins.</p> <p><b>Other</b> - Reading answer choices that actually give the student the correct response.</p>
Illinois	<p><b>Proctor/Scribe</b> - Respond orally to a test administrator IL Board of Ed. More guidance on scribes for students with IEPs or 504s are given. Day1 ACT writing test, may dictate responses to be transcribed to standard answer folder.</p> <p><b>Computer or Machine</b> - Word processor. Spell-check, grammar check, word prediction and/or text organization features must be disabled.) Employs an alternative response mode (via computer, grammar check must be disabled).</p> <p><b>Write in Test Booklets</b> - Students may mark their answers on the test itself. Students may underline with a pencil or pen words, phrases, or sentences in the test.</p> <p><b>Other</b> - IL Board of Ed. Students write answers on large paper or large-spaced paper.</p>
Indiana	<p><b>Computer or Machine</b> - no access to spell check or grammar check.</p> <p><b>Braille</b> - no access to spell check or grammar check</p> <p><b>Other</b> - Student responds in a language other than English, response is then transcribed into English for scoring purposes.</p> <p><b>Other</b> - student is allowed to circle the answers to questions rather than bubble them; answers are then bubbled in by another.</p> <p><b>Other</b> - student uses an answer sheet which has been enlarged.</p>
Iowa	<p><b>Computer or Machine</b> - Computer with Word Processing Program</p>
Kansas	<p><b>Proctor/Scribe</b> - Express response to a scribe through speech. When using this accommodation, the student should give the answer choice they select either orally or by signing to the scribe.</p> <p><b>Computer or Machine</b> - Type on or speak to word processor. Spelling and grammar assistive devices (e.g., electronic spelling device, spell-check on computer).</p> <p><b>Speech/Text Device</b> - A screen reader is not allowed on any Kansas State Assessment. Only human readers may provide the read-aloud accommodation for the Kansas State Assessments.</p> <p><b>Other</b> - Augmentative devices for single or multiple messages</p>
Kentucky	<p><b>Speech/Text Device</b> - text-talk converters; speech synthesizer; speech recognition software</p>
Louisiana	<p><b>Speech/Text Device</b> - speech synthesizer; electronic reader</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Maine	<p><b>Computer or Machine</b> - Word processor.</p> <p><b>Write in Test Booklets</b> - Using side-by-side placement of two test booklets.</p> <p><b>Communication Device</b> - Assistive Technology that is part of the student’s communication system.</p> <p><b>Communication Device</b> - technology may not be used to read the reading passages for the student.</p> <p><b>Speech/Text Device</b> - e.g. Dynaboxes; may not be used for the writing session.</p>
Maryland	<p><b>Proctor/Scribe</b> - As scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation, or speech.</p> <p><b>Computer or Machine</b> - Electronic note-takers and word processors: Students may use an electronic device to create written responses or for note-taking.</p> <p><b>Tape Recorder</b> - Tape recorder: A student uses a tape recorder to record class work or test responses rather than writing on paper.</p> <p><b>Communication Device</b> - As scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation, or speech.</p> <p><b>Spell Checker/Assistance</b> - Spelling and grammar devices: The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Spelling and grammar devices are not permitted to be used on the English high school assessment.</p> <p><b>Pointing</b> - As scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation, or speech.</p> <p><b>Speech/Text Device</b> - Speech-to-text conversion or voice recognition allows a student to use their voice as an input device. Pg. 5-10</p> <p><b>Monitor Placement of Student Responses</b> - Monitor test response: monitor placement of student responses on the answer sheet.</p>
Massachusetts	<p><b>Computer or Machine</b> - Typed response. The student uses a word processor, Alpha-Smart, or similar electronic keyboard to type the ELA Composition, answers to open-response questions, or answers to short-answer questions on any MCAS test.</p> <p><b>Write in Test Booklets</b> - Answers recorded in test booklet: the student records answers directly in the test booklet or uses special paper for drafts or computation (e.g., graph paper).</p> <p><b>Spell Checker/Assistance</b> - Use of a spell- or grammar-checking function or word-prediction software for the ELA composition test is considered a nonstandard accommodation.</p> <p><b>Speech/Text Device</b> - student may use an electronic text reader for the ELA composition writing prompt, or the mathematics and/or science and technology/engineering tests; use of an electronic text reader on the ELA reading comprehension test is considered a non-standard accommodation; student may use a speech-to-text conversion device to record responses on all tests except for ELA composition.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Michigan	<p><b>Proctor/Scribe</b> - Use of a scribe for constructed response items (student must indicate punctuation and spell all key words. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments.</p> <p><b>Computer or Machine</b> - Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment</p> <p><b>Write in Test Booklets</b> - Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher).</p> <p><b>Tape Recorder</b> - Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments.</p> <p><b>Communication Device</b> - Use of augmentative communication devices. Pg. 10 Assessment Accommodation Summary Table</p> <p><b>Spell Checker/Assistance</b> - Use of computer or word processor with spell check, thesaurus, and grammar check NOT disabled for Mathematics, science and social studies.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Respond in sign language for mathematics, science and social studies assessments.</p> <p><b>Pointing</b> - Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher).</p> <p><b>Speech/Text Device</b> - Use of speech to text word processor for responses for mathematics, science and social studies.</p> <p><b>Other</b> - Responding in the student’s native language to the constructed response items on assessments.</p>
Minnesota	<p><b>Tape Recorder</b> - Tape recorders may be used by student to record and edit answers of unable to mark a scannable answer book.</p> <p><b>Other</b> - Large print answer books.</p>
Mississippi	<p><b>Computer or Machine</b> - Typewriter or word processor (without grammar/syntax checker, with OR without word completion/prediction feature activated).</p> <p><b>Write in Test Booklets</b> - Pg. 6 Testing Accommodations Manual</p> <p><b>Tape Recorder</b> - Tape record responses for later verbatim translation. Pg. 6 Testing Accommodations Manual</p> <p><b>Communication Device</b> - Communication board. Augmentative communication device.</p> <p><b>Other</b> - Transferring answers from one answer document to another answer document by the test administrator (includes large print).</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Missouri	<p><b>Computer or Machine</b> - An assistive device, which permits a student to read and/or respond to the assessment, is used. Examples of assistive devices include computers that assist students with fine-motor problems, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices. The student uses a computer/word processor to write the responses. (Provide a nonnetworked computer to avoid inappropriate use of the computer to access answers.) The student uses a typewriter to write the responses.</p> <p><b>Tape Recorder</b> - The student speaks responses into a tape recorder in an isolated setting so that other students cannot benefit or be disturbed. The test examiner must be present at all times.</p> <p><b>Communication Device</b> - An assistive device, which permits a student to read and/or respond to the assessment, is used. Examples of assistive devices include computers that assist students with fine-motor problems, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - The student uses sign language to convey responses. A certified sign language interpreter or deaf education instructor records responses.</p> <p><b>Other</b> - The student provides oral responses to the test examiner.</p>
Montana	<p><b>Proctor/Scribe</b> - Dictation: The student dictates answers to a Test Administrator who records them in the Test Booklet.</p> <p><b>Computer or Machine</b> - Writing tools: student uses a typewriter or word processor (without activating spell checker).</p> <p><b>Speech/Text Device</b> - Voice activation: Student speaks response into computer equipped with voice activation software.</p>
Nebraska	<p><b>Proctor/Scribe</b> - A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech.</p> <p><b>Computer or Machine</b> - Word processor.</p> <p><b>Tape Recorder</b> - Tape recorder. A student uses a tape recorder to record class work or test responses rather than writing on paper.</p> <p><b>Communication Device</b> - A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech.</p> <p><b>Spell Checker/Assistance</b> - Spelling and grammar devices. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spell checkers.</p> <p><b>Pointing</b> - A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech.</p> <p><b>Speech/Text Device</b> - A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display).</p> <p><b>Other</b> - Multiple-choice questions followed by answer down side with bubbles to the right.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Nevada	<p><b>Proctor/Scribe</b> - record the student’s responses to multiple-choice or constructed-response questions onto the student’s answer document. (This option is NOT available to students taking a writing assessment.)</p> <p><b>Computer or Machine</b> - type written responses using a keyboard or typewriter. (The use of electronic aids such as spelling, grammar, or hyphenation checks is NOT permitted on the writing assessment)</p> <p><b>Write in Test Booklets</b> - record responses to multiple-choice questions or writing prompts in the test booklet or on a separate sheet of paper.</p>
New Hampshire	<p><b>Communication Device</b> - Student dictates constructed responses or observations using assistive technology.</p> <p><b>Pointing</b> - Student indicates responses to multiple-choice items.</p>
New Jersey	<p><b>Proctor/Scribe</b> - dictating oral responses to a scribe (person who writes from dictation) student must indicate all punctuation and must spell all keywords</p> <p><b>Computer or Machine</b> - Recording responses on a word processor (tools, e.g., spelling and grammar tools are not permitted)</p> <p><b>Communication Device</b> - Using an Augmentative Communication device.</p>
New Mexico	<p><b>Proctor/Scribe</b> - Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer documents (grades 4 and above). Use of a scribe to write oral responses to constructed-response items. Use of a scribe to translate a student’s oral responses from a language other than English into the test booklet... Student dictates answers to items (Writing Conventions, NMELPA, Non-standard).</p> <p><b>Computer or Machine</b> - Computers and Personal portable keyboards. Student types answers with Word Processor; Non-standard on the NMELPA.</p> <p><b>Write in Test Booklets</b> - Includes writing responses on large-print answer documents.</p> <p><b>Tape Recorder</b> - Record responses on audio tape.</p> <p><b>Communication Device</b> - Voice output must be disabled during the Reading assessments. If the communication device produces a typed response, the response must be transcribed into a test booklet (grade 3) or answer document (grades 4 and above) for scoring exactly as it is written.</p> <p><b>Spell Checker/Assistance</b> - Spelling words to students who request it, with the exception of the Writing assessment where points are earned for spelling.</p> <p><b>Spell Checker/Assistance</b> - Spelling words to students who request it, with the exception of the Writing assessment where points are earned for spelling. Non-standard for NMELPA.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Use of signing or pointing to alternative responses (for multiple choice items only).</p> <p><b>Pointing</b> - Use of signing or pointing to alternative responses (for multiple choice items only).</p> <p><b>Speech/Text Device</b> - Use of communication devices (e.g., text-talk converter) to read test items. Allowed on NMELPA</p> <p><b>Other</b> - Large print answer sheets. Standard administration for NMELPA.</p> <p><b>Other</b> - Use of a scribe to translate a student’s oral responses from a language other than English into the test booklet.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

<p>New York</p>	<p><b>Computer or Machine</b> - Students must not have access to any programs, dictionaries, thesaurus, internet, etc</p> <p><b>Spell Checker/Assistance</b> - considered a modification (invalidates test score) if used on tests measuring writing skills.</p> <p><b>Braille</b> - Based on the unique needs of students with blindness and visual impairments the following accommodations should be considered when making appropriate decisions: Braille.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Student with hearing impairment can use scribe to translate student’s signed response. Grades 3-8 ELA only students with hearing impairments who may have additional disabilities that preclude them from writing their own responses would be using a scribe through a sign language interpreter to respond to questions measuring a student’s writing skills.</p> <p><b>Speech/Text Device</b> - talking word processor; text-to-speech software programs; use of spell or grammar checkers on portions of the tests measuring writing skills prohibited.</p> <p><b>Other</b> - Answers may be recorded in any manner. (When answering questions designed to measure writing ability in English or a second language, students must provide all punctuation, paragraphing and spelling of more difficult words.)</p> <p><b>Other</b> - Waiving spelling, paragraphing, and/or punctuation requirements. Prohibited on portions of the tests measuring writing skills</p>
<p>North Carolina</p>	<p><b>Proctor/Scribe</b> - Use of dictation to a scribe on the state writing assessment invalidates the conventions score of the writing assessment</p> <p><b>Tape Recorder</b> - Students may use audiotapes to record responses during the administration of state tests.</p> <p><b>Spell Checker/Assistance</b> - use of electronic spellers or spell check on the state writing assessment invalidates the results of that test.</p> <p><b>Braille</b> - Braille Writer/Slate and Stylus (Braille Paper</p> <p><b>Speech/Text Device</b> - Students may use speech recognition systems. The use of speech recognition systems during the administration of the state writing assessment would result in invalid conventions score. Students may use talking processors/screen reading (i.e., the computer reads aloud what the student has entered) as an accommodation.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

<p>North Dakota</p>	<p><b>Proctor/Scribe</b> - Scribe writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Note: This does NOT include transcription, i.e., copying verbatim the student’s recorded response into a standard test book from large print, Braille, or electronic word processor.</p> <p><b>Communication Device</b> - Scribe writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Note: This does NOT include transcription, i.e., copying verbatim the student’s recorded response into a standard test book from large print, Braille, or electronic word processor.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Scribe writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Note: This does NOT include transcription, i.e., copying verbatim the student’s recorded response into a standard test book from large print, Braille, or electronic word processor.</p> <p><b>Pointing</b> - Scribe writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Note: This does NOT include transcription, i.e., copying verbatim the student’s recorded response into a standard test book from large print, Braille, or electronic word processor.</p> <p><b>Speech/Text Device</b> - Screen reader to convert text to synthesized speech; speech to text converters or voice recognition devices</p> <p><b>Other</b> - Word predictor programs</p>
<p>Ohio</p>	<p><b>Proctor/Scribe</b> - Scribing accommodations are intended for students who cannot physically write or record their responses during testing. Scribes are an appropriate accommodation for students who are able to write but cannot record their responses because of factors such as a processing disability (as documented in the ETR), or indecipherable handwriting. (Note: scribes are not an allowable accommodation for children who have difficulty focusing, sitting still or staying on task.)</p> <p><b>Computer or Machine</b> - Word processor - computer, keyboarding device, typewriter to key responses. Statewide Assessment Accommodations. Spell check, thesaurus, and grammar check must be turned off for writing test items where these skills are directly assessed.</p> <p><b>Spell Checker/Assistance</b> - Portable electronic spell checker. Only spell check features are allowable (without definitions, synonyms).</p> <p><b>Other</b> - Portable electronic grammar checker. Pg. 22 SAA</p>
<p>Oklahoma</p>	<p><b>Proctor/Scribe</b> - Dictate words to scribe (Writing test only). Test Administrator must transcribe words verbatim into a standard Student Answer Document.</p> <p><b>Computer or Machine</b> - Utilize typewriter, word processor, or computer without the use of help features, such as spell check, etc. (Writing test only). If a student types the response, the response must be transcribed verbatim into a Standard Scannable Answer Document.</p> <p><b>Write in Test Booklets</b> - Mark answers in test book and not on answer document, for later transfer by Test Administrator to answer document.</p> <p><b>Tape Recorder</b> - Student tapes response for verbatim transcription at a later time (Writing test only). (Tapes need to be destroyed by District Test Coordinator).</p>



**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Oregon	<p><b>Proctor/Scribe</b> - Dictate multiple-choice responses to a scribe. Respond orally to a scribe. Dictate writing sample and edits to scribe is considered a modification on the writing test. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Computer or Machine</b> - For writing and ELPA tests: must turn off formatting, spell check, grammar check, and word prediction. If these functions are not turned off, it is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Tape Recorder</b> - Answers recorded (audio cassette). Student is allowed to use a recording device to record/play back questions, passages, and responses.</p> <p><b>Spell Checker/Assistance</b> - If the student initiates the process of checking spelling at an individual word level, an electronic spell check is allowed. Technology that automatically identifies errors for the student is not allowed.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Students responds in sign language on the writing assessment is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Pointing</b> - Point to multiple-choice responses to a scribe.</p> <p><b>Other</b> - Students who require increased spacing, wider lines or margins should have additional room beyond what is in the writing folder to complete their response.</p> <p><b>Other</b> - Verbally coaching the student through the writing process at any step is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Other</b> - Responding to the writing prompts in a language other than English is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Other</b> - Peer editing or response groups during writing process is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Other</b> - Assistance with grammar on the writing test is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p>
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**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

<p>Pennsylvania</p>	<p><b>Proctor/Scribe</b> - Allowed for all students who normally dictate their answers to a scribe as part of their regular classroom accommodations. Student cannot dictate in any language but English. Not allowed on the writing prompt.</p> <p><b>Computer or Machine</b> - Word processor or typewriter with spell checker, grammar checker, word prediction functions, and other supports turned off; students may use the typing function only.</p> <p><b>Tape Recorder</b> - A student uses a tape/CD/Electronic recorder (with NO speech recognition) to record test responses rather than writing on paper.</p> <p><b>Communication Device</b> - spelling/grammar checkers and word prediction functions must be turned off for the writing PSSA</p> <p><b>Speech/Text Device</b> - Screen reader software is a computer application that converts text on a computer screen to synthesized speech or Braille (read with an auxiliary Braille display). Speech recognition software used to respond to any open-ended questions with word prediction function enabled not allowed for PSSA. Speech recognition software used to respond to writing essay prompts. Word prediction function may cue student’s response.</p> <p><b>Other</b> - Note-taking devices and adapted PDAs.</p> <p><b>Other</b> - Large print/answer areas for responses.</p>
<p>Rhode Island</p>	<p><b>Proctor/Scribe</b> - Student indicates response to multiple-choice items. (The student indicates by naming their answers) Student dictates constructed responses to school personnel (reading and math only). Scribing the writing test, only for students for whom it is impossible to produce a written document (e.g. a student with a recent or short-term physical injury).</p> <p><b>Computer or Machine</b> - Student writes using word processor, typewriter, or computer. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.</p> <p><b>Other</b> - Student hand writes responses on separate paper</p>
<p>South Carolina</p>	<p><b>Proctor/Scribe</b> - Students may dictate their answers to multiple-choice, constructed response, and extended-response items to a scribe.</p> <p><b>Computer or Machine</b> - Type responses using a typewriter or computer. As a modification with implications for scoring, students may use word processors with voice-activated processors with spell check, grammar-check, and word prediction programs on the extended response section of Time to Write.</p> <p><b>Write in Test Booklets</b> - Students may circle their answers to the multiple-choice questions in the test booklet.</p> <p><b>Communication Device</b> - Cannot include spell-check, grammar-check or word prediction programs.</p> <p><b>Spell Checker/Assistance</b> - Poor speller’s dictionary, electronic speller (that has only spelling corrections, listing of words, and easily confused word applications). Only allowed on the extended-response portion of the English Language Arts test.</p> <p><b>Braille</b> - Braille writer, slate and stylus, or electronic Braille note-taking device.</p> <p><b>Other</b> - Non-verbal indication of answer choices for multiple-choice items.</p> <p><b>Other</b> - Alternative scoring for the extended response section of Time to Write. Alternative scoring focuses more on content of the response and less on the writing mechanics.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

South Dakota	<p><b>Computer or Machine</b> - Typewriter or word processor (turn off spelling and grammar check).</p> <p><b>Write in Test Booklets</b> - Responses marked directly on test booklet or on large-print answer document.</p> <p><b>Tape Recorder</b> - Tape-recorded responses for verbatim translation.</p>
Tennessee	<p><b>Computer or Machine</b> - Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers. Any device that would read aloud the Reading/Language Arts portions of the Achievement, EOC, or Gateway Assessments requires IEP documentation of Accommodations B and C. Students may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.</p> <p><b>Write in Test Booklets</b> - With the exception of the Achievement Tests in grades K-2, students may mark in test booklets. This includes highlighting or underlining words or phrases.</p> <p><b>Tape Recorder</b> - Student reads into auditory recorder/plays back immediately for comprehension.</p> <p><b>Communication Device</b> - Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers. Any device that would read aloud the Reading/Language Arts portions of the Achievement, EOC, or Gateway Assessments requires IEP documentation of Accommodations B and C. Students may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.</p> <p><b>Communication Device</b> - Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers. Any device that would read aloud the Reading/Language Arts portions of the Achievement, EOC, or Gateway Assessments requires IEP documentation of Accommodations B and C. Students may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.</p> <p><b>Spell Checker/Assistance</b> - IEP or 504 Service Plan where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed). 2008-2009</p> <p><b>Speech/Text Device</b> - Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers. Any device that would read aloud the Reading/Language Arts portions of the Achievement, EOC, or Gateway Assessments requires IEP documentation of Accommodations B and C. Students may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.</p> <p><b>Other</b> - Record answers on a separate piece of paper.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Texas	<p><b>Spell Checker/Assistance</b> - Allowed on the grade 4 TAKS-M writing test and 7 TAKS-M writing test if student is capable of organizing thoughts and ideas in written responses but has a disability that affects the physical reproduction of letters and words or the ability to remember spelling rules, word structures, or letter patterns, spelling assistance may be used. Allowed on the grade 9 reading test if student is capable of organizing thoughts and ideas in written responses but has a disability that affects the physical reproduction of letters and words or the ability to remember spelling rules, word structures, or letter patterns, spelling assistance may be used. Allowed on TAKS (A) and TAKS-M Pg.</p>
Utah	<p><b>Computer or Machine</b> - Allowed on Language Arts CRT and Reading UBSCT. Grammar check and spell check must be turned off.  <b>Computer or Machine</b> - Spell check must be turned off.  <b>Tape Recorder</b> - Recording Device listed as allowed on Audiotape or Compact Disc for Instruction only ( Instruction box checked; Assess box NOT checked) Document is unclear as to why there is a discrepancy.  <b>Speech/Text Device</b> - Allowed on all tests but the Iowa Tests.</p>
Vermont	<p><b>Proctor/Scribe</b> - Student indicates response to multiple-choice items. (The student indicates by naming their answers) Student dictates constructed responses to school personnel (reading and math only) p.5 of accommodations, guidelines, and procedures. Scribing the writing test, only for students for whom it is impossible to produce a written document (e.g. a student with a recent or short-term physical injury).  <b>Computer or Machine</b> - Student writes using word processor, typewriter, or computer. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.  <b>Pointing</b> - Students indicate response to multiple-choice items by pointing at their answers.  <b>Other</b> - Student hand writes responses on separate paper.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

Virginia	<p><b>Proctor/Scribe</b> - Student responds verbally, or indicates an answer and Examiner/Proctor marks answer document. Dictation to a scribe (direct writing component of the English test only).</p> <p><b>Computer or Machine</b> - Word processor, typewriter. For students who are blind or have visual impairments and who do not read Braille, as well as students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. For the direct-writing assessment of the SOL English tests.</p> <p><b>Write in Test Booklets</b> - Student marks test booklet and Examiner/Proctor transfers responses to answer document.</p> <p><b>Tape Recorder</b> - Only for pre-writing activity to tape response for the direct writing component of the English test.</p> <p><b>Communication Device</b> - Augmentative device with auditory output, augmentative communication device. Only devices which produce student responses verbatim may be used. For students who are blind or have visual impairments and who do not read Braille, as well as students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. For the direct-writing assessment of the SOL English tests.</p> <p><b>Brailier</b> - Blind and low-vision students may use a Braille writer to respond to the writing prompt/direct-writing component of the English test or record responses to multiple-choice questions on the SOL test.</p> <p><b>Other</b> - Enlarging the answer document.</p>
Washington	<p><b>Computer or Machine</b> - For the Writing assessment, student uses a word processor to generate responses to items including writing prompts.</p> <p><b>Write in Test Booklets</b> - Direct students to underline or mark assessment directions with a No.2 pencil. Decision to provide accommodation must be made on an individual basis and must not be used for the first time on state tests. Allow response in large print editions of the assessment for students with an IEP or 504 plan who use large print materials.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students’ responses verbatim into a regular test booklet.</p> <p><b>Pointing</b> - Student dictates responses via an assistive communication device, pointing, sign language, or speech. Scribes record students’ responses verbatim into a regular test booklet.</p> <p><b>Speech/Text Device</b> - Provide text-to-speech software that allows students to listen to text as it is displayed on a computer screen. Accommodations Available to Students with Disabilities. Text-to-speech software/technology may NOT be used for reading the reading test for grades 3-8.</p>

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations (continued)**

West Virginia	<p><b>Proctor/Scribe</b> - Use of a scribe when a short-term medical condition precludes the student from writing with the dominant hand to mark responses in test booklet, e.g. a fractured arm in a cast. For students with an IEP/504 Plan and ELLs with disabilities: Indicate responses to a scribe for selected-response items and when the student is physically unable to respond otherwise-indicate responses to a scribe for constructed response items.</p> <p><b>Computer or Machine</b> - Use a computer, typewriter, or other assistive technology device to respond. Hand-held minicomputers, personal digital assistants or laptop computers may NOT be used.</p> <p><b>Write in Test Booklets</b> - Allowing the student to record answers in large print test booklets.</p> <p><b>Braille</b> - Use Braille or other tactile form of print when that is the student’s typical mode of responding to written material.</p> <p><b>Speech/Text Device</b> - Use a text-talk converter to present directions, stimulus material, questions and/or answer choices verbatim for a blind/partially sighted student, when that is the student’s typical mode of accessing written material. Have test presented through text-talk converter.</p> <p><b>Other</b> - If the student is provided routine support by an aide and the aide has been trained as an examiner.</p>
Wisconsin	<p><b>Proctor/Scribe</b> - For selected response items...and for constructed response items, student indicates response orally to a scribe. A scribe may also be used to complete the Writing prompt for a student who is unable to provide a written response that can be scored.</p> <p><b>Computer or Machine</b> - For Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off, for the Mathematics test, the calculator function must be turned off for non-calculator sessions.</p> <p><b>Write in Test Booklets</b> - Allow student to mark test book in approved locations with a #2 pencil.</p> <p><b>Communication Device</b> - For selected response items, student indicates response by using a communication device</p> <p><b>Pointing</b> - For selected response items, student indicates responses by pointing.</p> <p><b>Other</b> - Provide an extra test book for student to view so he/she does not need to flip back and forth in test book.</p> <p><b>Other</b> - Student responds orally or in writing in his/her native language and a translator records/translates student responses to a scribe.</p>
Wyoming	<p><b>Proctor/Scribe</b> - Student dictates to a scribe who writes responses verbatim (including punctuation).</p> <p><b>Computer or Machine</b> - Student uses a word processing device to type answers.</p> <p><b>Tape Recorder</b> - Student tapes a response for later verbatim transcription.</p> <p><b>Spell Checker/Assistance</b> - Listed as Nonstandard and Instruction only.</p> <p><b>Speech/Text Device</b> - Student uses a communication device to communicate answers (Speech to text).</p> <p><b>Monitor Placement of Student Responses</b> - Monitor placement of student responses on answer sheet. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure they are actually responding to the intended question.</p>

**Table B.24: Scheduling-Timing Accommodations**

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
Alabama	*AC	*AC		A		*AC
Alaska	*A	*A		*A	*AC	
Arizona	*AC	A	A	*A		
Arkansas	*A			*A		
California	*AC	A		A	A	
Colorado	A	A		A		
Connecticut	*A	A	A	A		
Delaware	A	A	A		A	A
District of Columbia	A	A		A	A	A
Florida	A	A	A	*A	A	
Georgia	*AC/UA	*AC/UA		A	*AC	*AC
Hawaii	*AI	*AI	*AI			
Idaho	*AI	*A	A	A	A	*A
Illinois	*A	*A		*A	*AC	*AC
Indiana	*A	A	A	*A		
Iowa	A	A				A
Kansas	*A	*A	*A	*A		*A
Kentucky	A					
Louisiana	A	A	A	A		
Maine	*A	A	*A	A	*A	*A
Maryland	A	A	A	*AC	*AC	*A
Massachusetts	*A	A		A	*P	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.24: Scheduling-Timing Accommodations (continued)**

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
Michigan	*A	A		A		*A
Minnesota	*A			A		
Mississippi	*A	*A		*A	*A	
Missouri	*A	A	A			
Montana		*A		*A		
Nebraska	A	A	A	A	A	
Nevada	*A			*A		
New Hampshire	A	A		A		
New Jersey	A	A			A	
New Mexico		A		A		*AC
New York	A	A	A		A	
North Carolina	A		A			
North Dakota						
Ohio	A	A		A	P	
Oklahoma		A	A	A		A
Oregon	A	*A	*A	*A		
Pennsylvania	*A	A	A			*A
Rhode Island	*A	*A		*A		
South Carolina	*AC/UA	*A	A	*A	*A	
South Dakota	A	A		*A	A	
Tennessee	A	*A	*A	*A		*A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies



**Table B.24: Scheduling-Timing Accommodations (continued)**

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
Texas	*AC	*A				
Utah	*A	*A		*A		
Vermont	*A	*A		*A		
Virginia		A	A	A	A	A
Washington	A	*A		*A	*A	
West Virginia	*A	*A		*AC	*AC	*A
Wisconsin	*A	A			*A	
Wyoming	*A	*A		*A		A
<b>Total</b>	<b>A: 38 AC: 4 AI: 2 AC/UA: 2</b>	<b>A: 42 AC: 1 AI: 1 AC/UA: 1</b>	<b>A: 20 AI: 1</b>	<b>A: 37 AC: 2</b>	<b>A: 15 AC: 5 P: 2</b>	<b>A: 14 AC: 4</b>

\* See Table B.25 for specifications of scheduling-timing accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations**

Alabama	<p><b>Extended Time</b> - Allowed on the Alabama Direct Assessment of Writing (ADAW) and the Alabama High School Graduation Exam (AHSGE). Prohibited on all other tests.</p> <p><b>Extended Time</b> - Prohibited on the Alabama Direct Assessment of Writing (ADAW). Allowed on all other tests.</p> <p><b>With Breaks</b> - Prohibited on the Alabama Direct Assessment of Writing (ADAW). Allowed on all other tests.</p> <p><b>Flexible Scheduling</b> - Allowed on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford Achievement Test (Stanford 10), and the Alabama Reading and Mathematics Test (ARMT). Prohibited on all other tests.</p>
Alaska	<p><b>Extended Time</b> - Allowing additional time.</p> <p><b>With Breaks</b> - Allowing frequent breaks during testing.</p> <p><b>Time Beneficial to Student</b> - Administering at a time of day most beneficial to the student.</p> <p><b>Over Multiple Days</b> - Administering the test over several days completing the testing on or before the last day of the test window. For grade 10 SBA-HSGQE and HSGQE Retest, districts must submit an application to the department no later than 5 days prior to the first day of planned testing. These students MUST have an EED approved application prior to the first day of planned testing.)</p>
Arizona	<p><b>Extended Time</b> – Extended time for Terra Nova testing in grades 2 and 9.</p> <p><b>Time Beneficial to Student</b> – Test at a different time of day.</p>
Arkansas	<p><b>Extended Time</b> –All testing scheduled for a given day must be completed by the conclusion of that school day [no population specified]</p> <p><b>Time Beneficial to Student</b> - Individualized scheduling [no population specified]. LEP population specified.</p> <p><b>Other</b> - Longer breaks. Students tested individually or in small groups may take longer breaks between sessions. Breaks are not permitted during a session.</p>
California	<p><b>Extended Time</b> - Extra time on a test within a testing day. Allowed only for students with an IEP or 504 plan on the California Achievement Tests, allowed for all students on all other tests. Test may be administered over more than one day for students who have IEPs or 504 plans.</p>
Connecticut	<p><b>Extended Time</b> – For each testing session, time may be extended for as long as necessary; provided the student does not suffer from fatigue and the test session is not carried over to another day. . . . Students who receive extended time must be tested separately from those under regular time limits</p>
Florida	<p><b>Time Beneficial to Student</b> - Students may take a specific session at a specific time of the day, page 18 of guide.</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Georgia	<p><b>Extended Time</b> - Considered nonstandard on the Norm-Referenced Test (NRT), standard on all other tests. .</p> <p><b>With Breaks</b> - Considered nonstandard on the Norm-Referenced Test (NRT), standard on all other tests.</p> <p><b>Over Multiple Days</b> - Allowed for the listening and reading subtests of ACCESS for ELLs. Prohibited on all other tests.</p> <p><b>Flexible Scheduling</b> - Flexibility in the order of administration for content areas. Allowed as a standard accommodation on the Criterion-Referenced Competency Tests (CRCT), Norm-Referenced Test (NRT) and ACCESS for ELLs. Prohibited on all other tests.</p>
Hawaii	<p><b>Extended Time</b> - Receiving extended time for a norm-referenced session. Also allowed for Hawaiian language immersion students in grade 5 who is transitioning to the use of English during a portion of each instructional day (for reading and math tests). A student may be given up to double the exact time required, but no session may be extended to a second day. Non-comparable separate national norm-referenced scores will be provided (for norm referenced sessions.)</p> <p><b>With Breaks</b> - Taking student-initiated breaks during a session. Criterion-referenced and non-comparable separate national norm-referenced scores will be provided.</p> <p><b>Multiple Sessions</b> - Breaking a single session into shorter sessions. Also allowed for Hawaiian language immersion students in grade 5 who is transitioning to the use of English during a portion of each instructional day (for reading and math tests). Non-comparable separate national norm-referenced scores will be provided.</p>
Idaho	<p><b>Extended Time</b> – Next day restart-extended time (student must not have access to items). It is an adaptation to allow extended time if there is a time limit in the test administration, e.g., extending one minute fluency probes. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.</p> <p><b>With Breaks</b> - Some accommodations create fatigue, such as the use of magnification equipment, tape recorders, and earphones. The use of these accommodations may require additional breaks, but not more total working time. Multiple or frequent breaks.</p> <p><b>Flexible Scheduling</b> - Administering subtests in a different order.</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Illinois	<p><b>Extended Time</b> - Pre-planned extended-time sessions that exceed the extra 10 minutes allowed for all students. There is no specified time limit for these sessions other than they must begin and end in a single school day. Students receiving this provision must be tested separately from students getting standard time. PSAE, grade 11, may have standard time for Day 1 ACT multiple-choice tests and extended time for Day 1 ACT writing test.</p> <p><b>With Breaks</b> – Breaks may be in-seat or out-of-seat. Breaks for each individual test session must begin and end in the same day. For grade 11, allows standard time with “stop the clock” breaks.</p> <p><b>Time Beneficial to Student</b> – For grade 11 test/PSAE, subject-area test needs to be completed in one day and in the prescribed order.</p> <p><b>Over Multiple Days</b> - On PSAE and ISAT tests. IAA - must be administered within 3 weeks.</p> <p><b>Flexible Scheduling</b> – This includes changing the order of the content tests. Allowed for ISAT and IAA. Not allowed for PSAE.</p>
Indiana	<p><b>Extended Time</b> - Student provided extended testing time for each test session (e.g., 50% more time, double time). For ELLs, is permitted with documentation on ISTEP+ Student information questionnaire. This accommodation is available to all LEP students, but do not let the assessment go on indefinitely if the student is not making progress.</p> <p><b>Time Beneficial to Student</b> - Time of day for administration is altered.</p> <p><b>Other</b> - Student is provided unlimited time for each test section.</p>
Kansas	<p><b>Extended Time</b> – Decisions to provide extended time should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited time” is not appropriate or feasible. NOTE: In examiner manuals for reading, math, science, social studies and writing the manuals say there is no code for this accommodation anymore because it is not longer considered an accommodation.</p> <p><b>With Breaks</b> - If frequent breaks during the assessment are provided.</p> <p><b>Multiple Sessions</b> – It is recommended that a maximum of two test parts be completed on any one day. In general, the entire part of an assessment should be completed in one sitting. However, in grades three and four and for selected IEP students, each test part may be administered over two separate test sessions.</p> <p><b>Time Beneficial to Student</b> – Choose optimum time to administer tests.</p> <p><b>Flexible Scheduling</b> – Change testing schedule.</p> <p><b>Other</b> – Some other accommodation was used.</p> <p><b>Other</b> – Multiple or frequent breaks. This other category highlights “frequent breaks” as different from multiple.</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Maine	<p><b>Extended Time</b> - Time extended beyond standard administration. Same day and several days within the MEA test administration window.</p> <p><b>Multiple Sessions</b> - In appropriate blocks of time for individual student needs.</p> <p><b>Over Multiple Days</b> - With time extended beyond standard administration (several days); inferred multiple days.</p> <p><b>Flexible Scheduling</b> - Using flexibility in the order in which content area tests are given.</p>
Maryland	<p><b>Time Beneficial to Student</b> - Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the local school system and MSDE.</p> <p><b>Over Multiple Days</b> - Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the local school system and MSDE.</p> <p><b>Flexible Scheduling</b> - Students who require accommodation 3-D on the MSA Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition.</p>
Massachusetts	<p><b>Extended Time</b> - Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins.</p> <p><b>Over Multiple Days</b> - No single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins.</p>
Michigan	<p><b>Extended Time</b> - Extended assessment time within reason (approximately 1.5 times the estimated assessment time).</p> <p><b>Flexible Scheduling</b> - Administer assessment sections in any order for English language arts, science, and social studies.</p> <p><b>Other</b> - Clock or method of informing students of remaining time.</p>
Minnesota	<p><b>Extended Time</b> - Testing time in same day is extended (not applicable to TEAE, a timed test).</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Mississippi	<p><b>Extended Time</b> - Additional time to complete test (within a reasonable time, not to exceed one school day.)</p> <p><b>With Breaks</b> - With scheduled rest breaks.</p> <p><b>Time Beneficial to Student</b> - At a time of day to accommodate the student's disability.</p> <p><b>Over Multiple Days</b> - Administer the test in several sessions, specifying the duration of each session. Administer the test over several days, specifying the duration of each day's session. However, the entire assessment must be completed within the testing window. Any extension that exceeds or goes beyond the day the test administration is scheduled must be prearranged, the procedure must be documented, and on file with the District Test Coordinator. If the student is testing over several days, he/she is not allowed to change responses to questions answered during the previous testing sessions or preview questions that will be administered in a future session.</p> <p><b>Other</b> - Until, in the test administrator's judgment, the pupil can no longer continue the activity.</p>
Missouri	<p><b>Extended Time</b> - Administer assessment using more than allotted periods.</p>
Montana	<p><b>With Breaks</b> - Session duration: test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.</p> <p><b>Time Beneficial to Student</b> - Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.</p>
Nevada	<p><b>Extended Time</b> - Student will receive extended time to counter fatigue or to allow for altered testing procedures. The Department recommends not exceeding twice the normal time.</p> <p><b>Time Beneficial to Student</b> - Tests administered at a time of day when the student is expected to do his/her best work.</p>
New Jersey	<p><b>Other</b> - Terminating a section of the test when a student has indicated that he or she has completed all the items he or she can.</p>
New Mexico	<p><b>Flexible Scheduling</b> - Scheduling sessions in a different order, except for the Writing assessment.</p>
North Carolina	<p><b>Other</b> - Testing before school's scheduled testing date.</p>
Oregon	<p><b>With Breaks</b> - Frequent breaks.</p> <p><b>Multiple Sessions</b> - Divide testing over several sessions.</p> <p><b>Time Beneficial to Student</b> - Administer at time of day most beneficial to students.</p> <p><b>Other</b> - Schedule assessment for an individual student outside the official testing window. This is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p>
Pennsylvania	<p><b>Extended Time</b> - Scheduled extended time, or a student can request extended time during the assessment process as long as they are working productively. <b>Flexible Scheduling</b> - Change schedule.</p>
Rhode Island	<p><b>Extended Time</b> - Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity.</p> <p><b>With Breaks</b> - Allow short, supervised breaks during testing.</p> <p><b>Time Beneficial to Student</b> - Administer the test at the time of day that takes into account the student's medical needs or learning style.</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

South Carolina	<p><b>Extended Time</b> - If a student’s response will be scored using the alternative extended-response scoring rubric, make sure that this modification is coded on the student’s test booklet. This will alert scorers that alternative scoring will be used . . . which focuses more on the content of the response and less on the writing mechanics.</p> <p><b>With Breaks</b> - Frequent or extended breaks with or without contact with other students.</p> <p><b>Time Beneficial to Student</b> - Administering the test in the afternoon rather than the morning.</p> <p><b>Over Multiple Days</b> - As long as all testing is completed by the last day of make-up testing.</p>
South Dakota	<p><b>Time Beneficial to Student</b> - Scheduling - time of day.</p>
Tennessee	<p><b>With Breaks</b> - Extended breaks between subtests.</p> <p><b>Multiple Sessions</b> - Within school day. TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest as specified in the Test Administration Manual. Achievement and EOC tests are timed and the administration must remain within the overall time allotted.</p> <p><b>Time Beneficial to Student</b> - Flexible time of day.</p> <p><b>Flexible Scheduling</b> - Flexible scheduling of the subtests. The student may be administered fewer Achievement Assessment subtests during a given day than the recommended system schedule. Extended breaks between subtests may be given to the student. Achievement subtests, End-of-Course tests, and the Writing assessment may be given at a different time of day than the recommended assessment schedule for individual students who may perform better.</p> <p><b>Other</b> - An individual student may be administered fewer Achievement subtests during a given day than the recommended system schedule.</p>
Texas	<p><b>Extended Time</b> - Must be approved - will be approved for only a small number of students who are in unique situations (e.g., those who take the Braille version, have a serious medical condition). Part of dyslexia bundle including “orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all test questions and answer choices to students, and extending the testing time over a two-day period. These three accommodations must be “bundled” meaning they must be provided together. Only students who meet the eligibility criteria outlined in Appendix B may use this accommodation.</p> <p><b>Extended Time</b> - Must be approved - will be approved for only a small number of students who are in unique situations (e.g., those who take the Braille version, have a serious medical condition). .</p> <p><b>With Breaks</b> - The test booklet may be divided into short sections (e.g., by using paper clips or adhesive notes) so that students can take a break between each section. A timer may be used so that students can take breaks at planned intervals. Students may be allowed to take brief breaks in the testing room during a test session.</p>

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Utah	<p><b>Extended Time</b> - On the CRT’s, subtest sessions must be completed on the same day they are started. On the UBSCT, subtests must be given on the assigned day and completed within the school day. There are no time restrictions on statewide assessments or on the Iowa Tests.</p> <p><b>With Breaks</b> - On the CRT’s, subtest sessions must be completed on the same day they are started. On the UBSCT, subtests must be given on the assigned day and completed within the school day.</p> <p><b>Time Beneficial to Student</b> - On the CRT’s, subtest sessions must be completed on the same day they are started. On the UBSCT, subtests must be given on the assigned day and completed within the school day.</p>
Vermont	<p><b>Extended Time</b> - Allow extended time, beyond what is recommended, until in the administrator’s judgment, the student can no longer sustain the activity.</p> <p><b>With Breaks</b> - Allow short, supervised breaks during testing.</p> <p><b>Time Beneficial to Student</b> - Administer the test at the time of day that takes into account the student’s medical needs or learning style.</p>
Washington	<p><b>With Breaks</b> - Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, test, or activities. Individual breaks when needed.</p> <p><b>Time Beneficial to Student</b> - Assessment for students in grades 3-8 occurs at a time of day best suited for the student.</p> <p><b>Over Multiple Days</b> - Assessment may be administered across the entire three-week WASL window. Decision to provide accommodation must be made on an individual basis and must not be used for the first time on state tests. Students with an IEP or 504 Plan may continue to work on each subtest for more than one day as long as they are productively engaged as specified on the IEP or Section 504 plan as an accommodation allowed during regular classroom and state testing.</p> <p><b>Other</b> - Allow students to complete only one test section each day. This accommodation is available at high school, however, all tests must be administered within the testing window.</p>
West Virginia	<p><b>Extended Time</b> - Students requiring additional time must be provided the time needed to complete the test within the confines of the test day. If a student requiring additional time stops working for more than 10 minutes, it is recommended that the testing session be ended.</p> <p><b>With Breaks</b> - Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started. Schedule breaks according to student’s needs.</p> <p><b>Time Beneficial to Student</b> - Determine the testing schedule that provides optimum testing conditions for individual students on the APTA.</p> <p><b>Over Multiple Days</b> - If either a medical or behavioral crisis precludes the student from completing the section within the school day, the student, once the crisis has passed, may complete the unfinished items on another day within the testing window. Only allowed for all students taking the APTA.</p> <p><b>Flexible Scheduling</b> - Have flexible scheduling that allows for students who may not complete the testing before a scheduled meal break.</p>



**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations (continued)**

Wisconsin	<p><b>Extended Time</b> - Extra time for any timed test, as long as a test session is completed within the same day the student started the session.</p> <p><b>Over Multiple Days</b> - Allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.</p>
Wyoming	<p><b>Extended Time</b> - Provide extended time to complete assessment as long as the student is working and making progress.</p> <p><b>With Breaks</b> - Allow multiple and/or frequent breaks during testing. Page 19 of accommodations manual.</p> <p><b>Time Beneficial to Student</b> - Test during time of day when student is most responsive.</p>

**Table B.26A: Setting Accommodations (1 out of 2)**

State	Individual	Small Group	Carrel	Separate Room	Seat Location/Proximity
Alabama	*A	*A	A		*A
Alaska	*A	*A			*A
Arizona	A	A	A	A	A
Arkansas	A	A	A		
California	*A	A	*A	A	
Colorado	*A	*A			*A
Connecticut	A	*A	A	A	
Delaware	A	A			A
District of Columbia	A	A	A		A
Florida	A	A	A	*A	
Georgia	A	A	A		A
Hawaii	A	*A			*A
Idaho	A	A	*A	*A	*A
Illinois	A	A	A	A	A
Indiana	A	A			A
Iowa			A	A	
Kansas	A	*A		A	*A
Kentucky				A	
Louisiana	A	A			
Maine	A	A	A	*A	
Maryland	*A	*A	A	A	A
Massachusetts	A	A	A	A	A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.26A: Setting Accommodations (1 out of 2) (continued)**

State	Individual	Small Group	Carrel	Separate Room	Seat Location/Proximity
Michigan	A	A		*A	*A
Minnesota	A	A		A	
Mississippi	A	A	A	*A	*A
Missouri	A	A			*A
Montana	*A	A	*A	*A	*A
Nebraska	A	A	A	A	A
Nevada	A	A	*A	*A	
New Hampshire	A	A	A	A	A
New Jersey	A	A	A	A	A
New Mexico	A	A	A		*A
New York	A	A	A	A	*A
North Carolina				A	
North Dakota	A	A	A		A
Ohio	A	A	A		
Oklahoma	A	A	A	A	
Oregon	A	A	A	*A	*A
Pennsylvania		A	A	A	A
Rhode Island	A	A	A	A	A
South Carolina	*A	*A		*A	*A
South Dakota	A	A	A	A	A
Tennessee	A	A	A	*A	A
Texas	A	A	A		
Utah	A	A	A	A	A

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.26A: Setting Accommodations (1 out of 2) (continued)**

State	Individual	Small Group	Carrel	Separate Room	Seat Location/Proximity
Vermont	A	A	A	A	A
Virginia	A	A	A		*A
Washington	A	A	A	*A	*A
West Virginia	A	A			
Wisconsin	A	A	A		
Wyoming	A	A	A	A	*A
<b>Total</b>	<b>A: 47</b>	<b>A: 48</b>	<b>A: 37</b>	<b>A: 33</b>	<b>A: 35</b>

\* See Table B.27 for specifications of setting accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.26B: Setting Accommodations (2 out of 2)**

State	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/Decrease Opportunity for Movement	Physical Support	Hospital	Non-School Setting
Alabama		*AC	*AC				
Alaska	*A			*A			
Arizona							
Arkansas							
California	*AC	A				A	
Colorado							
Connecticut		A					
Delaware	A						
District of Columbia	A						
Florida	*A	A		A		A	
Georgia		A	A			A	A
Hawaii							
Idaho	A						
Illinois	A			*A			
Indiana							
Iowa							
Kansas	*A			*A			
Kentucky							

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.26B: Setting Accommodations (2 out of 2) (continued)**

State	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/Decrease Opportunity for Movement	Physical Support	Hospital	Non-School Setting
Louisiana							
Maine	A	*A		*A		A	
Maryland	*A	A	A			A	A
Massachusetts							
Michigan		*A	A	A	A		
Minnesota							
Mississippi		*AC					
Missouri							
Montana	*A	A					
Nebraska	*A	A				A	
Nevada							
New Hampshire							A
New Jersey		A	A			A	
New Mexico				AC			
New York	*A						
North Carolina		A				A	
North Dakota	A	*A		*A		*A	
Ohio							
Oklahoma			A				
Oregon	A	*AI		*A			
Pennsylvania		A				A	

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.26B: Setting Accommodations (2 out of 2) (continued)**

State	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/Decrease Opportunity for Movement	Physical Support	Hospital	Non-School Setting
Rhode Island	A						*A
South Carolina	A						
South Dakota	*A	A				A	
Tennessee		*A					A
Texas	A				*A		
Utah	A						
Vermont	A						A
Virginia	A	A				A	A
Washington	A	*A				*A	
West Virginia							
Wisconsin	A			A			A
Wyoming	A	A				A	
<b>Total</b>	<b>A: 24 AC: 1</b>	<b>A: 18 AC: 2 AI: 1</b>	<b>A: 5 AC: 1</b>	<b>A: 9 AC: 1</b>	<b>A: 2</b>	<b>A: 14</b>	<b>A: 8</b>

\* See Table B.27 for specifications of setting accommodations.

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited  
AS = All Subjects, R = Reading/Language Arts, M = Math, S = Science, W = Writing, SS = Social Studies

**Table B.27: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Setting Accommodations**

Alabama	<p><b>Individual</b> - Not applicable on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), allowed on all other tests.</p> <p><b>Small Group</b> - Not applicable on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), allowed on all other tests.</p> <p><b>Seat Location/Proximity</b> - Not applicable on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), allowed on all other tests</p> <p><b>Student’s Home</b> - For homebound students only</p> <p><b>Special Ed. Classroom</b> - Allowed for IEP and 504 on the Alabama Science Assessment (ASA). Prohibited on the Alabama Alternate Assessment (AAA). Allowed for IEP but not 504 for all other assessments.</p> <p><b>Other</b> - With teacher facing student.</p>
Alaska	<p><b>Individual</b> - Administering test individually in a separate location.</p> <p><b>Small Group</b> - Administering test to a small group in a separate location.</p> <p><b>Seat Location/Proximity</b> - Using preferential seating.</p> <p><b>Minimize Distractions</b> - Administering test in locations with minimal distractions (e.g., small group, study carrel, or individually).</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Support of physical position of student by increasing or decreasing opportunity for movement.</p>
California	<p><b>Individual</b> - Test individual student separately, provided that a test examiner directly supervises the student.</p> <p><b>Carrel</b> - All students may have these testing variations if regularly used in the classroom.</p> <p><b>Minimize Distractions</b> - Structure the testing environment to eliminate distractions for students who are particularly distractible; available only on the CAPA (alternate assessment); from CAPA core adaptations.</p>
Colorado	<p><b>Individual</b> - Implied. Required for other accommodations (interpreter)</p> <p><b>Small Group</b> - Grouping students to provide other accommodations.</p> <p><b>Seat Location/Proximity</b> - Change of location.</p>
Connecticut	<p><b>Small Group</b> - For students getting a read aloud accommodation, the limit for size of small group was five students.</p>
Florida	<p><b>Separate Room</b> - Separate room allowed for students with an IEP or 504 Plan. Testing in a separate room with the English for speakers of other languages (ESOL) or heritage language teacher acting as test administrator for ELL students with disabilities.</p> <p><b>Minimize Distractions</b> - With white noise (sound machines) to reduce auditory distractions.</p>
Hawaii	<p><b>Small Group</b> – The number of students should not exceed 12 to maintain the intent and benefits of a small-group setting.</p> <p><b>Seat Location/Proximity</b> - Being seated near the Test Administrator.</p>
Idaho	<p><b>Carrel</b> - Location to reduce distractions such as a study carrel.</p> <p><b>Separate Room</b> - Separate but familiar setting.</p> <p><b>Seat Location/Proximity</b> - Location to provide assistive technology devices or special equipment.</p>



**Table B.27: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Setting Accommodations (continued)**

Illinois	<p><b>Increase/Decrease Opportunity for Movement</b> - Provide opportunities for a student to stand, move, and/or pace during the test session (student must be tested separately so as not to disturb other test takers).</p> <p><b>Other</b> - Familiar room.</p> <p><b>Other</b> - Special setting.</p>
Kansas	<p><b>Small Group</b> - If student received read-aloud accommodation in a group for the assessment items and answer choices.</p> <p><b>Seat Location/Proximity</b> - Proper seating, sit in front of room, change location to access special equipment.</p> <p><b>Minimize Distractions</b> - Change location so student does not distract others. Change location to reduce distractions, reduce visual distractions</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Change location to increase physical access.</p> <p><b>Other</b> - Access to a computer lab</p>
Maine	<p><b>Separate Room</b> - School site other than regular classroom; alternative site.</p> <p><b>Student’s Home</b> - Out-of-school setting by school personnel</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Opportunity for student to move, stand, and/or pace during assessment.</p> <p><b>Hospital</b> - Out-of-school setting by school personnel; out-of-school testing may be used for students who are hospitalized.</p>
Maryland	<p><b>Individual</b> - A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students.</p> <p><b>Small Group</b> - A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students.</p> <p><b>Minimize Distractions</b> - Reduce distractions to student and surrounding students (in the case of a distracting accommodation such as a scribe.)</p>
Michigan	<p><b>Separate Room</b> - Administration of the assessment in a Bilingual/English as a Second Language, special education setting or a distraction free space or alternate location. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.</p> <p><b>Seat Location/Proximity</b> -”Placement of student where he/she is most comfortable (e.g., front of the room, back of the room). Placement of teacher/proctor near student.</p> <p><b>Student’s Home</b> - Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional.</p>
Mississippi	<p><b>Separate Room</b> - In a familiar room.</p> <p><b>Seat Location/Proximity</b> – At the front of the room.</p> <p><b>Student’s Home</b> – At home (only for homebound students).</p> <p><b>Other</b> - Facing the test administrator while directions are given.</p>
Missouri	<p><b>Seat Location/Proximity</b> - Testing with teacher facing the student.</p>

**Table B.27: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Setting Accommodations (continued)**

Montana	<p><b>Individual</b> - Individual Administration: Test was administered in a one to one situation.</p> <p><b>Carrel</b> - Reduce distractors: student is seated in a carrel or other physical arrangement that reduces visual distraction</p> <p><b>Separate Room</b> - Alternative setting: test is administered to the student in a different setting.</p> <p><b>Seat Location/Proximity</b> - Front Row Seating: A student is seated in the front of the classroom when taking the test.</p> <p><b>Minimize Distractions</b> - Reduce distractors: student is seated in a carrel or other physical arrangement that reduces visual distraction.</p>
Nebraska	<p><b>Minimize Distractions</b> - Reduce distractions to other students. Some students use accommodations that may distract other students, such as having a reader or scribe...Distractions to other students are reduced by using these accommodations in individual settings.</p>
Nevada	<p><b>Carrel</b> - Provide for test administration in a study carrel or reasonable substitute</p> <p><b>Separate Room</b> - Administration in an alternative setting will be allowed.</p>
New Mexico	<p><b>Seat Location/Proximity</b> - Location appropriate to the testing needs of students. Preferential</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Increased or decreased opportunity for movement provided.</p>
New York	<p><b>Seat Location/Proximity</b> - Preferential seating.</p> <p><b>Minimize Distractions</b> - Location with minimal distractions</p>
North Dakota	<p><b>Student’s Home</b> - Administration at home for homebound student, or in a care facility when medically necessary with appropriate supervision by school district professional.</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Location so student is able to move, stand, or pace during test in manner where others’ work cannot be seen and student is not distracting to others.</p> <p><b>Hospital</b> - Administration at home for homebound student, or in a care facility when medically necessary with appropriate supervision by school district professional.</p> <p><b>Other</b> - General education classroom with adjusted grouping.</p> <p><b>Other</b> - General education classroom with additional school support (instructional assistant, special education or other teacher) that does not help student read or respond to items.</p>
Oregon	<p><b>Separate Room</b> - Test an individual student in a separate location or test a small group of students in a separate but familiar location</p> <p><b>Seat Location/Proximity</b> - Preferential seating.</p> <p><b>Student’s Home</b> - Administering the test at a student’s home is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Increase/Decrease Opportunity for Movement</b> - Support physical position of student, e.g. increase/decrease opportunity for movement, and provide position assistance.</p>

**Table B.27: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Setting Accommodations (continued)**

Rhode Island	<b>Non-School Setting</b> - Administer the test with school personnel at a non-school setting.
South Carolina	<b>Individual</b> - Individual administration in a separate location. <b>Small Group</b> - Small group administration in a separate location. <b>Separate Room</b> - Separate location. <b>Seat Location/Proximity</b> - Preferential seating.
South Dakota	<b>Minimize Distractions</b> - Location with minimal distractions.
Tennessee	<b>Separate Room</b> - Another classroom setting. <b>Student’s Home</b> - Homebound students may take the test at home.
Texas	<b>Physical Support</b> - Manipulating test materials for students...such as test booklet pages, rulers, etc.
Virginia	<b>Seat Location/Proximity</b> - Preferential seating
Washington	<b>Separate Room</b> - Provide a separate testing location if the student has a human reader, plays audio-recordings without headphones, reads directions and items aloud, uses speech-to-text software without headphones. <b>Seat Location/Proximity</b> - Change a student’s location within a room. <b>Student’s Home</b> - Separate testing location: home based, hospital or other (available for all students submitting a Medical Exemption request). <b>Hospital</b> - Separate testing location: home based, hospital or other (available for all students submitting a Medical Exemption request). <b>Other</b> - Provide architecturally accessible testing sites. <b>Other</b> - Assess students in their instructional setting (with appropriate test security procedures).
West Virginia	<b>Other</b> - Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.
Wyoming	<b>Seat Location/Proximity</b> - Some students may need equipment that requires specific locations (i.e., a deaf student might benefit from sitting in close proximity to the interpreter; another student may need space for a guide dog).