



2013 State Policies for Selected Response Accommodations on Statewide Assessments



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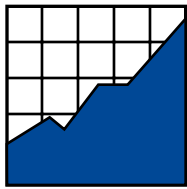
2013 State Policies for Selected Response Accommodations on Statewide Assessments

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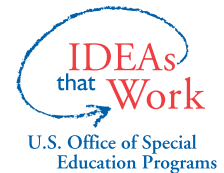
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Executive Summary

The National Center on Educational Outcomes (NCEO) has been tracking and analyzing states' policies on assessment accommodations since 1992. This report provides information on selected response accommodations (i.e., Human Scribe, Speech to Text, Audio Transcription, Grammar Checker, Spell Checker, Calculator) that were included in state policies in 2013 for reading/ELA, math, and writing assessments.

Key findings include:

- Most states allowed the use of the Human Scribe accommodation with no restrictions on reading/English Language Arts (ELA) (n=40) and math (n=40) assessments. Over half of the states that had writing assessments (n=37) allowed the use of a Human Scribe (n=21).
- Speech to Text was allowed in about half of the states with no restrictions on reading/ELA (n=26) and math (n=27) assessments, and in 12 states on the writing assessment.
- More states had no policy for Speech to Text (reading/ELA: n=19; math: n=21; writing: n=13) than for Human Scribe (reading/ELA: n=0; math: n=0; writing: n=2).
- The Grammar Checker and Spell Checker accommodations were allowed with no restrictions in a small number of states.
- More than half of the states had policies for the Word Prediction accommodation for reading/ELA and Math—and those states were fairly evenly divided between those that allowed its use and those that prohibited it. Only two states allowed the Word Prediction accommodation with no restrictions for the writing assessment.
- State policies were split on the use of a Calculator accommodation during math assessments. Twenty states allowed use of the Calculator accommodation with no restrictions, 12 allowed it in certain circumstances, and 9 allowed it with implications for scoring.

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Overview

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 that all students, including students with disabilities, participate in state assessments used for accountability. Some students need accommodations to meaningfully access assessments; state policies provide information about accommodations that may be used (Thurlow, Thompson, & Lazarus, 2006; Thurlow, 2007).

This report provides a snapshot of how specific response accommodations (i.e., Human Scribe, Speech to Text, Audio Transcription, Grammar Checker, Spell Checker, Word Prediction, Calculator) were included in state policies in 2013. Since 1992 the National Center on Educational Outcomes (NCEO) has tracked and analyzed state policies that address accommodations for students with disabilities. Each time that NCEO has examined state policies, there have been changes (Christensen, Braam, Scullin, & Thurlow, 2011; Christensen, Lazarus, Crone, & Thurlow, 2008; 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, 1995; Thurlow, Seyfarth, Scott, & Ysseldyke, 1997; Thurlow, Ysseldyke, & Silverstein, 1993).

This report is one of several reports that present the results of the most recent analyses of accommodations and participation policies. In past years, the accommodations policy reports provided a comprehensive overview of all accommodations and participation policies, but over time these reports became very large. To better meet the needs of our readers, several smaller reports are being published for this update, each focusing on specific accommodations, policies, or issues. This report is the second in this series. The first analyzed state policies for accommodations used to deliver assessments orally (Lazarus, Thurlow, & Kincaid, 2013).

For this report, the specific research questions we sought to answer were:

- How were Human Scribe, Speech to Text, Audio Transcription, Grammar Checker, Spell Checker, Word Prediction, and Calculator accommodations included in state policies for reading/ELA, math, and writing assessments in 2013?
- Have state policies for the aforementioned response accommodations changed substantially since 2009?

This analysis does not attempt to determine the degree to which state policies comply with federal requirements under IDEA or ESEA. The purpose of this report is to provide a descriptive analysis of the written policies that states have for the Human Scribe, Speech to Text, Audio

Transcription, Grammar Checker, Spell Checker, Word Prediction, and Calculator accommodations on assessments used for accountability purposes and on state writing assessments.

Process Used to Review State Policies

The procedures used for this report are similar to the procedures used for previous participation and accommodation policy reports produced by NCEO (e.g., Christensen et al., 2011; Lazarus et al., 2013). Data for this report were obtained through the examination and analysis of publicly available information, including accommodations manuals and other state policy documents, on state department of education websites. Accommodation guidelines for the 2013 school year were gathered from states' websites between February and April, 2013. Accommodations were coded based on information in each state's accommodation policies for students with disabilities. Accommodations used in this report are defined as:

- *Human Scribe*—Student dictates responses to a human scribe or proctor who records the student response on an answer sheet; for extended writing responses specific instructions may be included.
- *Speech to Text*—Student dictates responses to a computer with the aid of speech-to-text software.
- *Audio Transcription*—Student responses are recorded on a tape recorder or similar recording device for transcription by a human scribe or proctor at a later time. If tape recording was done concurrently with the Human Scribe accommodation for fidelity reasons, it was coded as Human Scribe.
- *Word Prediction*—Word prediction software presents students with word options based on the partial input of characters or context, and can be built into a computer-based content delivery system.
- *Grammar Checker*—Grammar checker within a word-processing program or other technology-based program.
- *Spell Checker*—Spell checker as a separate device, within a word-processing program, or other technology-based program.
- *Calculator*—Standard calculator and special function calculator.

This analysis included the 50 regular states and the District of Columbia. All states and the District had reading/ELA and math assessments. States' writing assessments were included in

this analysis for states that had a stand-alone writing assessment. This differs from 2009 when all 51 states were included in the base numbers for the writing assessment.

States' policies were analyzed in terms of the restrictions placed on accommodations: *Allowed* (A)—if the accommodation is used, the student receives the score he or she earned, and the score applies toward accountability measures; *Allowed in Certain Circumstances* (AC)—the accommodation is allowed for some grade levels of the assessment but not others, or the assessment stipulates specific restrictions (e.g., only for a student who is blind and cannot read braille) for the use of the accommodation); *Allowed with Implications for Scoring* (AI)—if the accommodation is used, the resulting student score will not be considered valid, and will not count toward accountability measures (e.g., listed as a modification); *Prohibited* (P)—the accommodation is not allowed on state assessments; *No Policy* (NP)—The state did not list any policy on the accommodation.

If a state did not have a policy for an accommodation, that cell was left blank in the tables found in the appendices. Similarly, accommodations were only coded if the state listed them as an accommodation for students with disabilities. If a state listed a calculator as available to all students as standard testing procedure, the cell in the table for that state's calculator accommodations policy was left blank because it was not considered an accommodation.

If a state's specifications did not indicate which content areas had restrictions on the use of an accommodation, that accommodation was coded the same way across all content areas. If only one assessment was listed (for example, only reading/ELA was listed as restricted for scribing) the other assessments were left blank.

After the information was compiled, states were sent their state profile digitally for review. States were asked to indicate whether the information in their profile was accurate. If a state found an error in its profile, it was asked to provide documentation of publicly available information to support the requested revision before a change to the state profile was accepted. In total, 26 states responded to the verification request and either accepted the initial state profile or requested that revisions be made to their state profile. For details about the documents that were used for these analyses see Appendix A.

Results

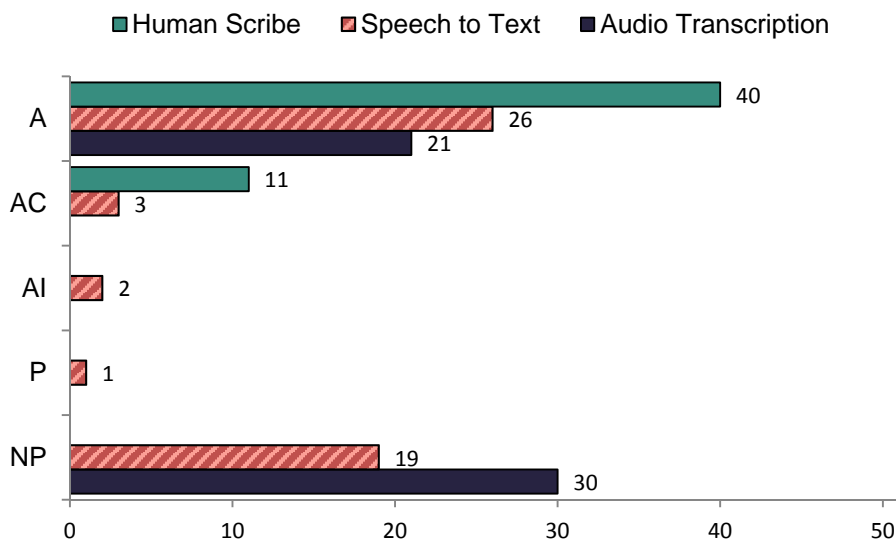
The results are organized into three sections: the first covers oral response accommodations (i.e., Human Scribe, Speech to Text, and Audio Transcription); the second covers written response accommodations (i.e., Grammar Checker, Spell Checker, and Word Prediction); and the last section covers the Calculator accommodation. The first two sections make comparisons across

reading/ELA, math, and writing assessments; the third section examines the Calculator accommodation on math assessments. The denominator used to calculate percentages differs across assessments. All states had math and reading/ELA assessments (n=51), but only 37 had writing assessments. Where appropriate, comparisons have been made to 2009 state policies based on information in Christensen et al. (2011). Details and specifications about individual states' coding and policies are presented in Appendix B.

Oral Response Accommodations

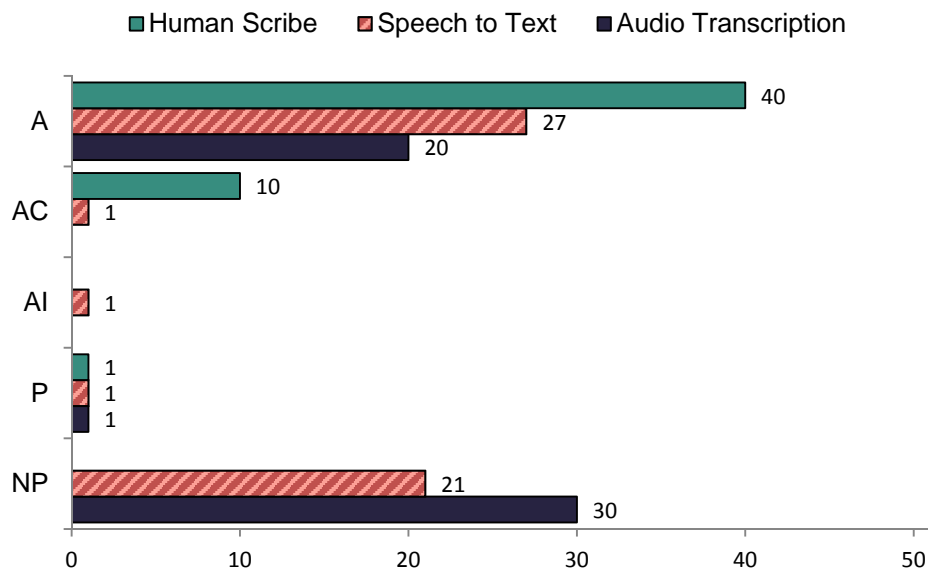
Figures 1-3 show states' policies on Human Scribe, Speech to Text, and Audio Transcription accommodations for reading/ELA, math, and writing assessments. Very few states had no policies for the Human Scribe accommodation, but many states had no policy for Speech to Text (reading/ELA: n=19; math: n=21; writing: n=13) and Audio Transcription (reading/ELA: n=30; math: n=30; writing: n=23). Details and specifications are presented in Appendix B.

Figure 1. Oral Response Accommodations—Reading/ELA Assessment



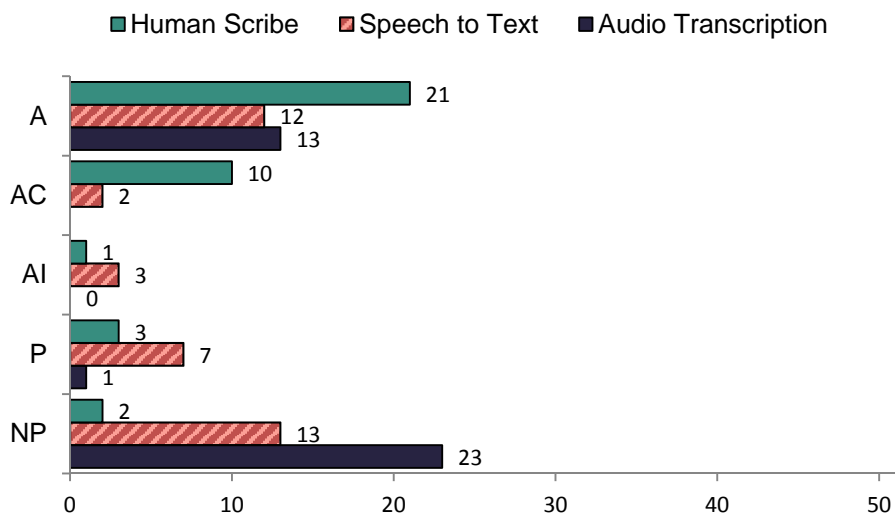
Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=51.

Figure 2. Oral Response Accommodations—Math Assessment



Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=51.

Figure 3. Oral Response Accommodations—Writing Assessment



Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=37.

As shown in Figures 1-3, Human Scribe was allowed in the majority of states for all three assessments (reading/ELA: n=40; math: n=40; writing: n=21). Some states allowed the use of a Human Scribe in certain circumstances on reading/ELA (n=11), math (n=10), and writing (n=10) assessments. Human Scribes were allowed with implications for scoring in one state on

the writing assessment. One state prohibited the use of the Human Scribe accommodation for reading/ELA, one state prohibited its use in math, and three states prohibited its use for writing.

Some states' policies provide little detail about the characteristics of students for whom the Human Scribe accommodation would be appropriate. For example, the District of Columbia policy indicated that Human Scribe was an allowable accommodation for "students who are unable to provide written response in another way." Other states provide detailed requirements about which students could use this accommodation. For example, Kansas allowed the use of a Human Scribe for students who are blind, have low vision, or are partially sighted. A few states include detailed specifications about how the Scribe accommodation should be implemented for students with certain characteristics. For example, the Delaware policy said:

For students who are deaf. . . The student will use ASL to explain their answers in the same manner used during instruction. The scribe will make conceptual translations from ASL to English. When translating, the scribe will use correct spelling and put punctuation and language conventions in the appropriate places.

A few states required students to provide capitalization and punctuation information to the Human Scribe. For example, the Alabama policy indicated that:

Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

In several states Human Scribe policies varied by content area. For example, the Illinois policy allowed a Scribe to use standard English capitalization and punctuation on all assessments, while New Mexico's policy allowed scribes to provide capitalization, spelling, and punctuation for their reading/ELA and math assessments, but required the student to provide all of these on the writing assessment.

Speech-to-text software was allowed in 26 states for reading/ELA, 27 states for math, and 12 states for writing assessments. Three states allowed the use of Speech to Text in certain circumstances for reading/ELA and writing, while one state allowed it in certain circumstances for math. Two states allowed the use of Speech to Text with implications for scoring on reading/ELA, one state allowed it with implications for scoring in math, and three states allowed it with implications for scoring on writing assessments. Speech to Text was prohibited by one state for reading/ELA, by one state for math, and by seven states for writing.

In many states, if the state had policies for both Human Scribe and Speech to Text, the two policies were identical. However, sometimes there were differences between the Human Scribe and Speech to Text policies. For example, in Colorado, Human Scribe was a "restricted accom-

modation” across content areas, and was allowed only for students with an IEP/504 Plan and was “only for those students who have a physical disability that impacts their writing to the degree that they are unable to write their own responses into test booklets.” But Speech to Text in Colorado was a “standard accommodation” for reading/ELA and math, and a “restricted accommodation” for writing (i.e., student must have an IEP/504 plan) and was “appropriate for students with visual impairments, students with fine motor, writing or motor impairments.”

Audio Transcription was allowed in 21 states for reading/ELA, 20 states for math, and 13 states for writing. Audio Transcription was prohibited in one state for math, and one state for writing.

Changes Since 2009

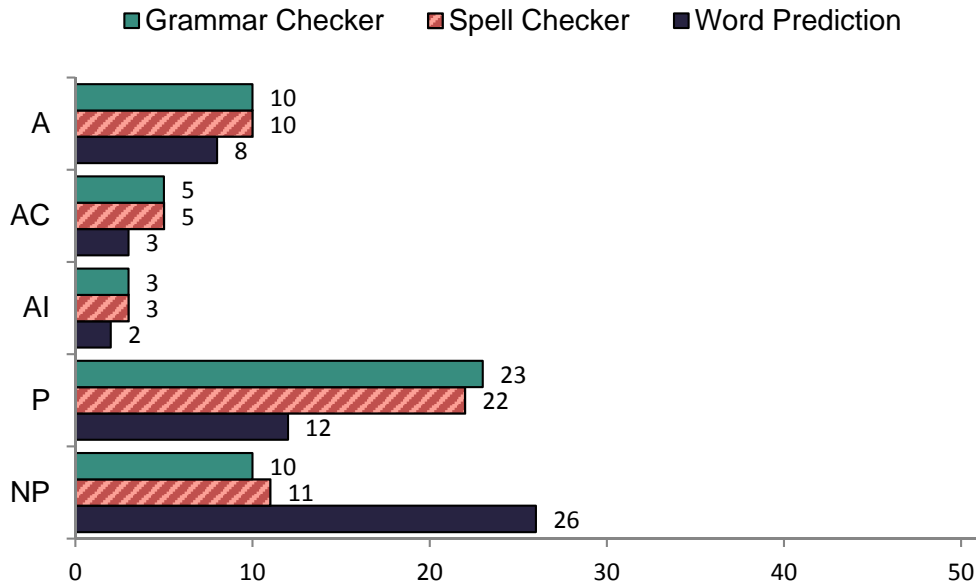
The number of states that allowed the use of a Human Scribe for reading/ELA with no restrictions increased from 36 states in 2009 to 40 in 2013, and from 36 to 40 in math. The number of states that prohibited the use of Human Scribes increased from zero in 2009 to one in 2013 for reading/ELA and math. All states had policies on the use of Human Scribes for reading/ELA and math in 2013.

The number of states that allowed the use of Speech to Text for reading/ELA increased from 14 states in 2009 to 26 in 2013, and from 20 to 27 for math. The number of states that prohibited Speech to Text in reading/ELA decreased from three in 2009 to one in 2013, while remaining unchanged in math (n=1). More states had policies about Speech to Text in 2013 (reading/ELA n=32; math: n=30) than in 2009 (reading/ELA: n=26; math: n=26).

Section 2: Written Response Accommodations

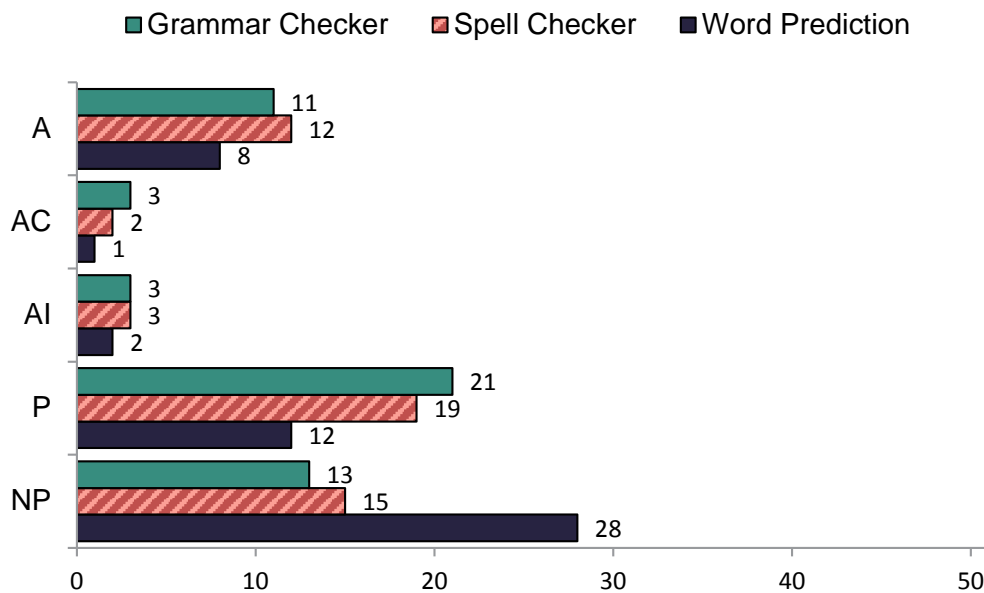
Figures 4-6 show states’ policies on Grammar Checker, Spell Checker, and Word Prediction accommodations for reading/ELA, math, and writing assessments. Very few states had no policies for Grammar Checker and Spell Checker across all three assessments; a number of states did not have accommodation policies for Word Prediction (reading/ELA: n=26; math: n=28; writing: n=17). Details and specifications are presented in Appendix B.

Figure 4. Written Response Accommodations—Reading/ELA Assessment



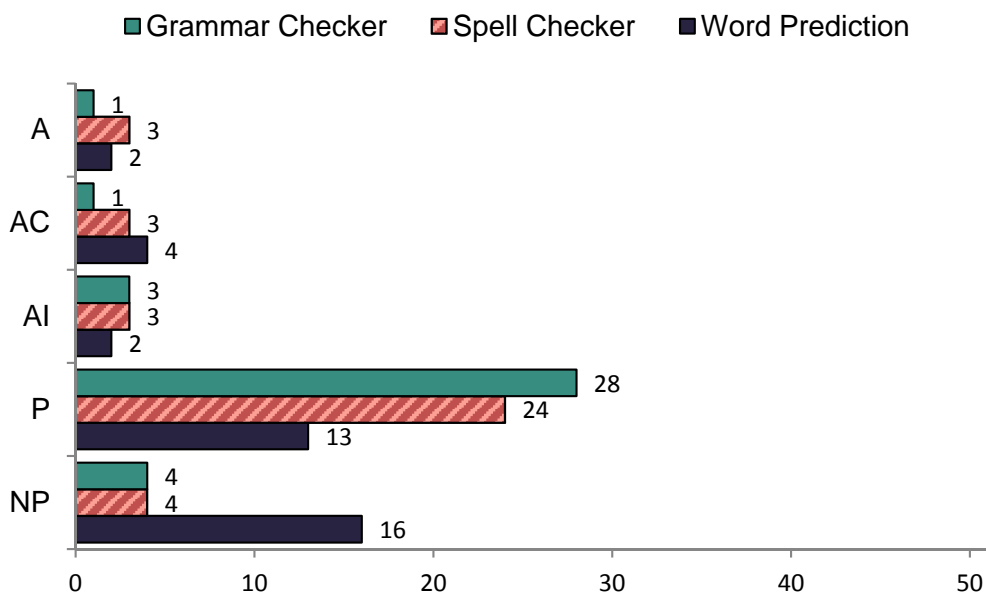
Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=51.

Figure 5. Written Response Accommodations—Math Assessment



Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=51.

Figure 6. Written Response Accommodations—Writing Assessment



Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=37.

As shown in Figures 4-6, Grammar Checker was allowed in 10 states for reading/ELA, 11 states for math, and one state for writing assessments. A few states allowed the use of a Grammar Checker in certain circumstances on reading/ELA (n=5), math (n=3), and writing (n=1) assessments. A Grammar Checker was allowed with implications for scoring in three states for reading/ELA, math, and writing assessments. Grammar Checker was prohibited in 23 states for reading/ELA, 21 states for math, and 28 states for writing.

Spell Checker was allowed in 10 states for reading/ELA, 12 states for math assessments, and in three states for the writing assessment. Five states allowed the use of Spell Checker in certain circumstances on reading/ELA, while a few states allowed it in certain circumstances for math (n=2) and writing (n=3). Three states allowed the use of Spell Checker with implications for scoring in reading/ELA, math, and writing assessments. Spell Checker was prohibited in 22 states for reading/ELA, 19 states for math, and 24 states for writing.

New York is an example of a state that described the characteristics of students who may need to use the Grammar Checker and Spell Checker accommodations: “Some students may have a disability which affects their ability to spell and punctuate and may require the use of spell or grammar checking devices.” Other states indicated that the Grammar Checker or Spell Checker must be disabled. For example, the Arizona policy allowed the use of assistive technology, but required that the “spell check, grammar check, and predict ahead functions” be turned off for the writing prompt. Another state (West Virginia) indicated that only the Spell Checker and Grammar Checker accommodations embedded in the computer platform could be used:

Use of the spelling/grammar check function on a computer is not allowed, except for the computer-based writing in which the spelling/grammar check is built into the system and this accommodation is built in.

Word Prediction software was allowed in eight states for reading/ELA and math assessments, and in two states for the writing assessment. Three states allowed the use of Word Prediction in certain circumstances for reading/ELA assessments, one state allowed this accommodation in certain circumstances for math, and four states allowed the accommodation in certain circumstances for writing. Two states allowed the use of Word Prediction with implications for scoring in reading/ELA, math, and writing assessments. Word Prediction was prohibited in 12 states for reading/ELA and math, and 13 states for writing.

Changes Since 2009

A comparison between 2009 and 2013 is provided for Spell Checker for reading/ELA and math because this was the only written response accommodation disaggregated in the Christensen et al. (2011) report (i.e., Word Prediction and Grammar Check were included under Computer/Machine). The number of states that allowed the use of Spell Checker for reading/ELA increased from 9 in 2009 to 10 in 2013, while the number of states that allowed the use of Spell Checker for math decreased slightly from 13 in 2009 to 12 in 2013. The number of states that prohibited the use of Spell Checker increased in all content areas, from 14 to 22 for reading/ELA, and from 12 to 19 for math. The number of states with no policy on the use of the Spell Checker accommodation decreased from 19 to 11 in reading/ELA, and from 20 to 14 in math.

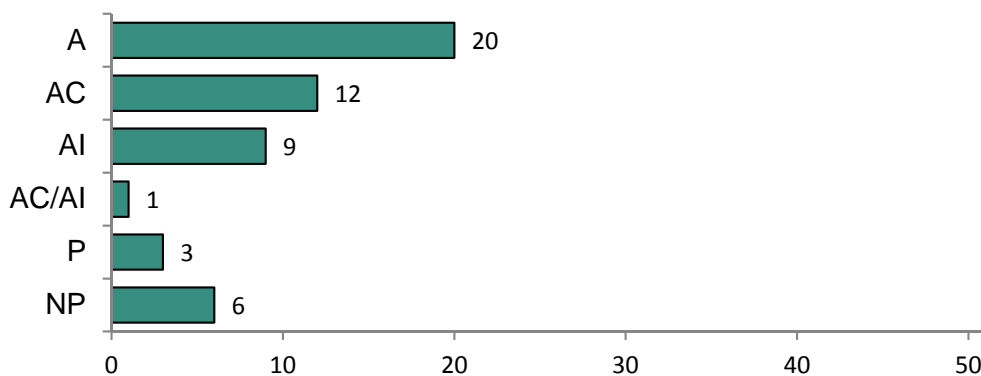
Section 3: Calculator Accommodation

Figure 7 shows states' policies on the Calculator accommodation for math assessments. Most states had policies for Calculator; only six states did not have a policy. Details and specifications are presented in Appendix B.

As shown in Figure 7, the Calculator accommodation was allowed in about 40% of the states for math assessments (n=20). Some states allowed the use of the Calculator accommodation in certain circumstances (n=12) or with implications for scoring (n=9). Three states prohibited the use of the Calculator accommodation.

The policies of some states provided detailed specifications about the types of calculators that may be used. For example, Alaska policy indicated that the calculator must have only “minimal functions,” which were defined as “addition, subtraction, division, multiplication, percentage, square root, and memory functions.”

Figure 7. Calculator Accommodation—Math Assessment



Note: A= Allowed, AC=Allowed in Certain Circumstances, AI = Allowed with Implications, P = Prohibited, NP = No Policy. N=51.

Several states indicated that the Calculator accommodation was allowed at certain grade levels but not others. For example, the Florida policy indicated that calculators may not be used as an accommodation in grades 3-6. Other policies restricted the use of the Calculator accommodation to students who have had the opportunity to learn how to do mathematical computations and who still need to use a calculator to do computations. For example, the Georgia policy stated that the accommodation may be used only when two conditions were met:

- (1) The student has a specific disability that severely limits or prevents her/his ability to calculate mathematically even after varied and repeated attempts to teach the student to do so; and
- (2) The student has access to mathematical calculation only through the use of a calculator, which the student uses for classroom instruction.

Changes Since 2009

The number of states that allowed the use of the Calculator accommodation for math assessments increased from 14 in 2009 to 20 in 2013. The number of states that allowed its use in certain circumstances decreased from 2009 (n=17) to 2013 (n=12). In 2009, three states allowed the use of the Calculator accommodation with implications for scoring compared with nine states in 2013. The number of states that prohibited the use of the Calculator accommodation decreased from four in 2009 to three in 2013. The number of states with no policy on the use of a Calculator accommodation increased from four to six from 2009 to 2013.

Summary and Conclusions

Since 2009 states' policies for response accommodations for students with disabilities have continued to evolve. Most states had policies for the use of the Human Scribe and Calculator accommodation; some states had policies for Speech to Text, Grammar Checker, Spell Checker, and Word Prediction; and fewer states had policies for Audio Transcription.

Many states had policies for both Human Scribes and Speech to Text. States are becoming more aware of test security issues, and there are potentially more security issues when a human is used to deliver an accommodation than when technology is used. A few states indicated that Speech to Text was the preferred accommodation. For example, the Indiana policy stated: “assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).”

The wide variation across states in whether the written response accommodations were allowed may indicate that states were using their writing assessment to assess different constructs. More states prohibited the use of these accommodations on writing assessments than on reading/ELA and math assessments.

Twenty states allowed the use of the Calculator accommodation with no restrictions in 2013. However, for states that allowed the use of Calculator in certain circumstances, there was a high degree of variability in when it was allowed. Some policies addressed the characteristics of the calculator (e.g., only calculators with basic functions were allowed), others addressed student characteristics (e.g., visual impairment/blind), while still others addressed grade levels (e.g., not allowed in grades 3-5).

Some state policies addressed accommodations that were embedded in a computer-based test platform. A couple of these policies indicated certain accommodations (i.e., Speech to Text, Grammar Checker, Spell Checker, Word Prediction, Calculator) could only be delivered using the embedded software. This may minimize possible test security issues, but it may create access issues if the student used different technology to receive the accommodation during instruction and is unfamiliar with the embedded version of the accommodation.

Some states may allow additional accommodations that were not listed in their accommodations policies. For example, when NCEO verified the data used for this analysis, several states noted that they allowed the Scribe accommodation upon request, and noted that their policies included information about how IEP teams can request accommodations that are not included in the policy. These states asserted that Scribe was really an allowed accommodation even though it was not listed because of the availability of the request process. NCEO did not change the coding of the data for those states because the accommodation was not included in publicly

available documents. It is a concern if a special request process is being used as a substitute for developing written, publicly available, policies for common accommodations.

The U.S. Department of Education provided funding through Race-to-the-Top awards to two consortia of states—Partnership for Assessments of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium—to work together to develop and implement next generation general assessments based on common core state standards (CCSS) that will be rolled out in 2014-15. The policies for response accommodations being developed by the consortia may differ substantially from the policies currently in place in some states. States and the consortia will need to determine how to successfully transition to the new policies. For example, teachers may need training on how to select, implement, and evaluate accommodations. The evolving assessment system provides a wonderful opportunity to thoughtfully develop a plan for transitioning to new policies that will result in improved accommodations decision making.

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Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1993). *Testing accommodations for students with disabilities: A review of the literature* (Synthesis Report 4). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Appendix A

State Documents Used in Analysis of Accommodation Policies

All state documents were taken from state department of education websites.

Alabama	(2012, January). <i>Alabama student assessment program policies and procedures for students of special populations</i> . https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20Policies%20and%20Procedures%20for%20Students%20of%20Special%20Populations.pdf
Alaska	(2012, March). <i>Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities</i> . https://education.alaska.gov/tls/assessment/accommodations/AccommodationsManual_2012.pdf (2011, June). <i>Participation guidelines for Alaska students in state academic assessments: Students identified as limited English proficient and students with disabilities</i> . http://www.eed.state.ak.us/tls/assessment/pdf_files/Participation-GuidelinesWeb_2011.pdf
Arizona	(2012, July). <i>AIMS testing accommodations: Guidelines for school year 2012-2013</i> . http://www.azed.gov/standards-development-assessment/files/2012/07/testing-accommodations-2012-13.pdf
Arkansas	(2012, April). <i>Augmented benchmark examinations at grades 3-8 and the Iowa Tests at grades 1-2 and 9</i> . http://www.arkansased.org/public/userfiles/Learning_Services/Student%20Assessment/2012/Benchmark_12/District%20School%20Test%20Coordinators%20Maunel_FINAL.pdf
California	(2011, August). <i>Testing variations, accommodations, and modifications</i> . [Site Link] http://www.cde.ca.gov/ta/tg/sr/
Colorado	(2012, August). <i>Colorado accommodation manual: Selecting and using accommodations for instruction and assessment</i> . http://www.cde.state.co.us/cdesped/download/pdf/AccommodationsManual.pdf
Connecticut	(n.d.). <i>Assessment guidelines to administering the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT) Connecticut Alternate Assessments to: Students who receive special education services, students identified as disabled under section 504, students identified as English language learners</i> . http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/special_education/assessmentguidelines2012-13.pdf
Delaware	(2012, August). <i>Guidelines for inclusion of students with disabilities and English language learners</i> . http://de.portal.airast.org/resources/DCAS_Guidelines_for_Inclusion_2012-13.pdf
District of Columbia	(2011). <i>District of Columbia office of the state superintendent of education testing accommodations manual: A guide to selecting, implementing and evaluating the use of accommodations for students with disabilities and English language learners</i> . http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Testing%20Accommodations%20Manual%20-%202012.pdf
Florida	(2010). <i>Guide to FCAT and FCAT 2.0 accommodations for students with disabilities</i> . http://www.fldoe.org/ese/pdf/fcatteam.pdf
Georgia	(2008, August). <i>Accommodations manual: A guide to selecting, administering, and evaluating the use of test administration accommodations for students with disabilities</i> . http://archives.gadoe.org/DMGetDocument.aspx/Accommodation%20Manual%20August%2008.pdf?p=6CC6799F8C1371F6D1C69D60E4029F1085A5BB31C1B556F24ADBA65C89A3BD77&Type=D

Hawaii	(n.d.) Student Assessment Section: Accommodations for HSA [website]. http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c34001adab/ecc807af618cedd20a2579f900698a31?OpenDocument
Idaho	(n.d.). <i>Accommodations for instruction and assessment - IEP team guidelines</i> . http://www.sde.idaho.gov/site/assessment/ISAT/testAdmin.htm
Illinois	(n.d.) <i>Assessment accommodations for students with disabilities: IEP and 504 guidance for 2012-2013</i> . http://www.isbe.state.il.us/assessment/pdfs/2013/IEP_504_guidance.pdf (2013, February). <i>State-approved accommodations for IEP/504/LEP</i> . http://www.isbe.state.il.us/assessment/pdfs/ISAT_accommodations_grid.pdf
Indiana	(n.d.). <i>2012-2013 Indiana assessment program manual: Policies and procedures for Indiana's assessment system</i> . http://www.doe.in.gov/achievement/assessment (n.d.) <i>ISTEP+ calculator policy</i> . http://www.doe.in.gov/sites/default/files/assessment/calculatorpolicy.pdf
Iowa	(2006, July). <i>Iowa guidelines for the use of accommodations during instruction and district wide assessments for students with disabilities (Adapted from the CCSSO accommodations manual)</i> . http://educateiowa.gov/index.php?option=com_content&task=view&id=596&Itemid=1578
Kansas	(2012, July). <i>Accommodations manual: How to select, administer, and evaluate accommodations for instruction and assessment</i> . http://www.ksde.org/Default.aspx?tabid=2372
Kentucky	(2009, February). <i>Inclusion of special populations in the state-required assessment and accountability programs</i> . http://education.ky.gov/pages/search.aspx?s=EDUCATION&k=special%20populations
Louisiana	(2007, February). <i>Louisiana statewide assessments, accommodations and assistive technology</i> . http://www.louisianabelieves.com/docs/assessment/louisiana-statewide-assessments-accommodations-and-assistive-technology.pdf?sfvrsn=2
Maine	(2012, August). <i>New England common assessment program: Accommodations guide</i> . http://www.maine.gov/education/necap/1213materials/accommodations_guide.pdf
Maryland	(2012, July). <i>Maryland accommodations manual: Selecting, administering, and evaluating the use of accommodations for instruction and assessment</i> . http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/32878/2012_MD_Accommodations_Manual_.pdf
Massachusetts	(2012). <i>Requirements for the participation of students with disabilities in MCAS: Including test accommodations and alternate assessment</i> . http://www.doe.mass.edu/mcas/participation/sped.pdf
Michigan	(2013, March). <i>Assessment accommodation summary table</i> . http://www.michigan.gov/documents/mde/Updated_Revised_Accommodation_Summary_Table_080211_359704_7.pdf
Minnesota	(2012, December). <i>Procedures manual for the Minnesota assessments: 2012-2013</i> . http://www.mnstateassessments.org/resources/Manuals/2012-13_Procedures_Manual.pdf

Mississippi	(2011, June). <i>Mississippi testing accommodations manual</i> . http://www.mde.k12.ms.us/docs/public-notice/mississippi_testing_accommodations_manual_revision_06-20-2011_final.pdf?sfvrsn=1
Missouri	(2013). <i>Test coordinator's manual</i> . http://dese.mo.gov/divimprove/assess/documents/asmt-gl-tcm-2013.pdf
Montana	(2013). <i>CRT accommodation manual: Spring 2013</i> . http://opi.mt.gov/PDF/Assessment/CRT/TA/13AccommodationManual.pdf
Nebraska	(2011, November). <i>Accommodations guidelines: How to select, administer, and evaluate accommodations for instruction</i> . http://www.education.ne.gov/Assessment/pdfs/Accommodations_Guidelines_Students_Disabilities_Nov_2011.pdf (2012, August). <i>Test accommodations for students with IEP or 504 Plan</i> . http://www.education.ne.gov/Assessment/pdfs/Revised_August_2012_NeSA_Accommodations.pdf
Nevada	(n.d.). <i>Procedures for the Nevada proficiency examination program: 2012-2013</i> . http://www.doe.nv.gov/Assessment_Resources/
New Hampshire	(2012, August). <i>New England common assessment program: Accommodations guide - NH Edition</i> . http://www.education.nh.gov/instruction/assessment/necap/admin/admin12.htm
New Jersey	(n.d.). Accommodations and modifications of test administration procedures for statewide assessments [Website]. Accessed March 15, 2013. http://www.state.nj.us/education/specialed/accom900.htm
New Mexico	(2013, January). <i>Student assessment accommodations manual: 2013 update</i> . http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/Accommodations%20Manual%202013%20Update%20PB%20edit%20finalversion.2.pdf
New York	(2006). <i>Test access & accommodations for students with disabilities: Policy and tools to guide decision-making and implementation</i> . http://www.p12.nysed.gov/specialed/publications/policy/testaccess/manual506.pdf
North Carolina	(2012, August). <i>Testing students with disabilities: North Carolina testing program</i> . http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd1213.pdf
North Dakota	(2011). <i>North Dakota state assessment test coordinator's manual: Fall 2012</i> . http://www.dpi.state.nd.us/testing/assess/assessment-accomodations.pdf
Ohio	(2011, February). <i>Accommodations manual: Selection, use, and evaluation of accommodations that support instruction and assessment of children with disabilities</i> . http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=976&ContentID=47700&Content=130569
Oklahoma	(2010, September). <i>Oklahoma accommodations manual for instruction and assessment: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities</i> . http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/AccommGuideMan.pdf
Oregon	(2012, August). <i>Accommodations manual 2012-2013: How to select, administer, and evaluate accommodations for Oregon's statewide assessment</i> . http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodations-manual-for-2012-2013.pdf

Pennsylvania	(2013, February). <i>Accommodations guidelines</i> . [Site Link] http://www.portal.state.pa.us/portal/server.pt
Rhode Island	(2009, August). <i>New England common assessment program: Accommodations guide</i> . http://www.ride.ri.gov/assessment/DOCS/NECAP/Test_Admin/NECAP_Accommodations_Guide.pdf
South Carolina	(2012, March). <i>Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities</i> . http://ed.sc.gov/agency/programs-services/172/documents/AccomManual-March2012.pdf
South Dakota	(2012, February). <i>Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities(3rd ed.)</i> http://doe.sd.gov/oats/documents/SDAccManl.pdf (n.d.) <i>South Dakota department of education testing coordinators handbook state writing assessment 2012-2013</i> . http://doe.sd.gov/oats/documents/tcrdhndbk.pdf
Tennessee	(n.d.). <i>TCAP allowable accommodations chart 2012-2013</i> . http://www.tn.gov/education/assessment/doc/AllowableAccommodationsChart2012-2013.pdf (n.d.). <i>TCAP special accommodations chart 2012-2013</i> . http://www.tn.gov/education/assessment/doc/TCAPSpecialAccommodationsChart2012_2013.pdf
Texas	(n.d.) <i>Accommodations for students with disabilities taking STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS</i> [Website]. Accessed March 26, 2013. http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/
Utah	(2012, September). <i>Utah assessment participation and accommodations policy</i> . http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx
Vermont	(2010, August). <i>New England common assessment program: Accommodations guide</i> . http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/educ_necap_accommodations_guide.pdf
Virginia	(2011, November). <i>Procedures for participation of students with disabilities in Virginia's accountability system: Including participation criteria and testing accommodations</i> . http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf
Washington	(2011, October). <i>Washington state accommodations guidelines for statewide assessments</i> . http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/AccommodationManual.pdf
West Virginia	(2012). <i>West Virginia guidelines for participation in state assessments, 2012-2013: Guidance on accommodations for students with disabilities and/or limited English proficiency in state and district-wide testing</i> . http://careertech.k12.wv.us/documents/2012-2103PARTICIPATIONGUIDELINES.pdf
Wisconsin	(2012). <i>The assessment accommodations matrix for students with disabilities</i> . http://oea.dpi.wi.gov/files/oea/pdf/accomswd.pdf
Wyoming	(2006, January). <i>Wyoming accommodations manual for instruction and assessment: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities</i> . http://edu.wyoming.gov/sf-docs/assessments/paws-2013-standard-accommodations-final.pdf

Appendix B

Accommodation Guidelines by State

Table B1: Response Accommodations

State	Oral Response						Written Response						Calculator		
	Human Scribe		Speech to Text		Audio Transcription		Grammar Checker		Spell Checker		Word Prediction		Math	Math	
	Read	Write	Read	Write	Read	Write	Read	Write	Read	Write	Read	Write			
Alabama	AC*	AC*													
Alaska	A*	A*			A	A	AI*	AI*	AI*						A*
Arizona	AC*	AC*						P*	P*					P*	P*
Arkansas	A*	A*													
California	A	A	A	A	A	A	A	A	A	A	A	A	A	P	A*
Colorado	AC*	AC*	A	A	AC*		A	A	P		A	A	AC*		AC*
Connecticut	AC*	AC*	A	A	A	A	P	P	P	P	P				AC*
Delaware	A*	A*			A	A									A
District of Columbia	A*	A*			A*	A*									A*
Florida	A	A	A	A	A	A	P	P	P	P	AC*	AC*	AC*		AC*
Georgia	A*	A*					P	P	P	P					AC*
Hawaii	AC*	AC*													
Idaho	A	A	A	A	A	A	P	P	P	P	P*	P*	P*	P	P
Illinois	A*	A*			A*	A*	P	P	P	P	P*	P*	P*	P*	AC*
Indiana	A	A	A*	A*			P	P	P	P	P	P	P		A*
Iowa	A	A	A	A			A	A	A	A					A
Kansas	A	A	A	A	A	A	A	A	A	A	A	A	A		AI*
Kentucky	AC*	AC*	A	A	A	A					A	A	A	A	A
Louisiana	A*	A	A	A	A	A	A	A	A	A	A	A	A		A
Maine	A	A	A	A	A	A	P	P	P	P					AI*
Maryland	A	A	A*	A*			P	P	P	P	P	P	P		A
Massachusetts	AC*	A	AC*	A			AC*			AC*	AC*				AC*
Michigan	A	A	AI*	AI*			P	P	P	P				P	AI*
Minnesota	AC*	AC*	AI*	AI*			P	P	AI*	P				AI*	A*
Mississippi	A	A					P	P	P	P	P	P	P	P	AC*
Missouri	A	A	A	A	A	A	AC*	AC*							A

State	Oral Response												Written Response												Calculator																			
	Human Scribe			Speech to Text			Audio Transcription			Grammar Checker			Spell Checker			Word Prediction																												
	Read	Math	Write	Read	Math	Write	Read	Math	Write	Read	Math	Write	Read	Math	Write	Read	Math	Write																										
Montana	A	A		A	A														AI*																									
Nebraska	A	A	A	A	A				A	A									A																									
Nevada	A	A	P			P*						AI*	AI*	P		AI*	AI*	P	A																									
New Hampshire	A	A	AC*	A	A	P*						P	P	P					AI*																									
New Jersey	A	A	A									P	P	P	P	P	P	P	A*																									
New Mexico	A	A	A	A	A	A	A	A	A	A		A	A	P	A	A	A	P	AC*																									
New York	A	A					A	A	AC*	AC*		AC*	AC*						AC*																									
North Carolina	A	A		A	A		A	A											AI*																									
North Dakota	A	A		A	A		A	A				A	A		A	A			AI*																									
Ohio	A	A	A	A	A	A						A	A	P	A	A			AC*																									
Oklahoma	A	P*	A				A	P*	AC*	AC*		AC*	AC*	P					A																									
Oregon	A	A							P	P		P	P	AC*	P	P	P	P	A																									
Pennsylvania	A*	A*					A*	A*		P		P	P	P	P	P	P	P	AC*																									
Rhode Island	A	A	AC*	A	A	P*						P	P	P	P	P	P	P	AI*																									
South Carolina	A	A	A	AI*	AI*	AI*	A	A	AI*	AI*	AI*	AI*	AI*	AI*	AI*	AI*	AI*	AI*	AC/AI*																									
South Dakota	A	A	A	A	A	A	A	A	P	P		P	P	P	P	P	P	P	A*																									
Tennessee	A	A	A	A*	A*	A*						P	P	P	P	P	P	P	A																									
Texas	AC*	AC*	AC*	AC*	AC*	AC*			AC*	AC*		AC*	AC*		AC*	AC*	AC*	AC*	AC*																									
Utah	AC*	AC*	A	P*	P*	P*						P	P	P	P	P	P	P	A																									
Vermont	A	A	AC*	A	A	P*						P	P	P	P	P	P	P	AI*																									
Virginia	A	A	AC*									P	P	P	P	P	P	P	AI*																									
Washington	A*	A*	A*	A	A	A						A	A	P	A	A	A	A	A																									
West Virginia	AC*	AC*	AC*									P	P	AC*	AC*	AC*	AC*	AC*	A																									
Wisconsin	A	A	A	AC*	A	P*	A	A	AC*	AC*	A*	AC*	AC*	P*	AC*	AC*	AC*	AC*	P*																									
Wyoming	A	A	A	A	A	A	A	A	A	A	A	P	P	P	P	P	P	P	P*																									
Total	A: 40	A: 40	AC: 11	A: 26	AC: 3	AI: 2	P: 1	A: 21	A: 12	AC: 2	AI: 3	P: 7	A: 27	AC: 1	AI: 1	P: 1	A: 21	A: 13	P: 1	A: 10	AC: 4	AI: 3	P: 23	A: 11	AC: 3	AI: 3	P: 28	A: 10	AC: 5	AI: 3	P: 22	A: 12	AC: 2	AI: 3	P: 19	A: 8	AC: 1	AI: 2	P: 12	A: 20	AC: 12	AI: 9	AC/AI: 1	P: 3

A = Allowed, AC = Allowed in Certain Circumstances, AI = Allowed with Implications for Scoring, P = Prohibited

*See Table B.2 for specifications

Table B2: Response Accommodation Text from States

Alabama	<p>Scribe - Scribes may be provided for students with disabilities that significantly impact the area of written expression or that have a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes should not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written. Scribes should not be used for the Alabama Direct Assessment of Writing.</p>
Alaska	<p>Scribe - Dictating to a scribe for all tests (suggested scribe procedures below).</p> <ol style="list-style-type: none"> 1. Have student orally say how he or she wants the sentence to read, completing the full sentence (scribe should be familiar to the student). 2. After student has completed the sentence, paragraph, or passage (this depends on individual student ability and need to retain thought process) have student spell key words (e.g. nouns, verbs, etc.) in the sentence. 3. The scribe should record verbatim the words, punctuation, and spelling provided by the student. 4. After the student has spelled the words, the student may look at the writing and complete the punctuation. The student may make additional spelling corrections while completing the punctuation process. 5. Allow student to review and approve what scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval. <p>*Because the grade level expectations in math, science, and reading do not require spelling and punctuation, math, science, and reading scribes do not need to follow steps 2–4 of the suggested scribe procedures above.</p> <p>Grammar Checker - Using computer without spell or grammar checker. Spell checking options listed as a modification.</p> <p>Spell Checker - Using computer without spell or grammar checker. Spell checking options listed as a modification.</p> <p>Calculator - Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions (not available for the optional computational math portion of the TerraNova).</p>

<p>Arizona</p>	<p>Scribe - Record or dictate multiple choice responses to a scribe [listed as available for reading, math, and high school writing assessments]. Accommodations that do not produce valid results are not permitted for AIMS or Stanford 10 tests. Accommodations not permitted include the use of a scribe for writing, read aloud for reading, and use of a calculator or other manipulatives for mathematics.</p> <p>Grammar Checker - Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.</p> <p>Spell Checker - Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.</p> <p>Word Prediction - Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.</p> <p>Calculator - Accommodations not permitted include use of a calculator or other manipulatives for mathematics.</p>
<p>Arkansas</p>	<p>Scribe –The test administrator records and serves as a scribe for the student’s responses. The scribe writes down these responses in the student answer document from the student’s speech, sign language, pointing or by using an assistive communication device. Extensive practice is required when using a recorder or scribe. A scribe may not edit or alter student work in any way, and must record word-for word exactly what the student has dictated. Students will be allowed to review and edit what the scribe has written. A person who serves as a scribe needs to prepare carefully to assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. In general, the role of the scribe is to write what is dictated, no more and no less. The writing sessions (prompts) on the benchmark examinations are scored for mechanics and usage, and particular skill is involved when recording the student’s responses. The student must provide the capitalization, punctuation, and exact spelling for the writing portions of the test. Classroom practice on this type of dictation before the day of the test is recommended to give the student experience with the process. (Note: The test administrator may not write it out first and then go back to ask the student to insert punctuation or adjust spelling.)</p>
<p>California</p>	<p>Calculator - For the STAR Program (CST and STS only) and CELDT, eligible students shall be permitted to take the tests with modifications if specified in the eligible student’s IEP or Section 504 plan. Eligible students shall be permitted to take the CAHSEE with modifications 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>

Colorado	<p>Scribe - Restricted Accommodation. A scribe is only for those students who have a physical disability that impacts their writing to the degree that they are unable to write their own responses into the test booklets.</p> <p>Speech to Text - Standard accommodation for Reading, Mathematics and Science. Restricted accommodation for Writing (Student must have IEP/504 Plan). For writing, listed as appropriate for students with visual impairments, students with fine motor, writing or motor impairments.</p> <p>Word Prediction – Restricted accommodation on the writing assessment. Appropriate for students with fine motor, writing, or motor impairments; communication impairments; or with print disabilities.</p> <p>Calculator - IEP / 504 required with a documented diagnosis of blindness/visual impairment (talking calculators).</p>
Connecticut	<p>Scribe - School personnel may bubble student verbal or nonverbal (pointing, gesturing) responses during testing to multiple-choice and grid items <i>only</i>. Students may not dictate their responses to open-ended or extended response items.</p> <p>Calculator - Only students who are blind or visually impaired may use talking calculators for Mathematics sessions allowing the use of calculators.</p>
Delaware	<p>Scribe - Scribes can automatically capitalize in these cases: Scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran period. The cat jumped period.” The scribe would write “The cat ran. The cat jumped. The first word of a paragraph. Students must specify capitalization in these cases: The first letter at the beginning of a sentence if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran. The cat jumped.” The scribe would write “The cat ran the cat jumped.” Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.). For students who are deaf: The student will use ASL to explain their answers in the same manner used during instruction. The scribe will make conceptual translations from ASL to English. When translating, the scribe will use correct spelling and put punctuation and language conventions in the appropriate places.</p>
District of Columbia	<p>Scribe - Is an allowable accommodation on the DC CAS for students who are unable to provide written response in another way.</p> <p>Audio Transcription - Is an allowable accommodation on the DC CAS for students who are unable to provide written response in another way.</p> <p>Calculator - Calculator may be used for students with disabilities on the DC CAS-Math and DC CAS-Science.</p>

Florida	<p>Word Prediction - In a very few circumstances, word prediction is a standard form of response for a student who uses a switch to scan and who, without word prediction, would produce responses very slowly. In these cases, word prediction may be used as a rate enhancing accommodation.</p> <p>Calculator - Calculators may not be used as an accommodation in grades 3-6. Students with visual impairments may use large key/large display calculators or talking calculators supplied for tests in grades 7-Adult.</p>
Georgia	<p>Scribe - Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates.</p> <p>Calculator – Student uses a basic function calculator or basic function calculator on the Mathematics CRCT. Conditional- Restricted to eligible students only. The use of this conditional accommodation may be considered for the Mathematics CRCT when BOTH the following conditions apply: 1) The student has a specific disability that severely limits or prevents her/his ability to calculate mathematically, even after varied and repeated attempts to teach the student to do so; 2) The student has access to mathematical calculation only through the use of calculator, which the student uses for classroom instruction. These restrictions apply to grades 3-8 only.</p>
Hawaii	<p>Scribe - Having a scribe record the responses for a student who has an orthopedic-related impairment in the online testing system in an individual setting. The scribe must be a qualified Test Administrator.</p>
Idaho	<p>Word Prediction - Students using any assistive technology device that serves as their primary communication mode (adaptive keyboard, word processor [with tools disabled], switch, Braillewriter, pointer, scanner, eye gaze, etc.).</p>
Illinois	<p>Scribe - The test-taker may dictate to a scribe (a school staff member who is or under the line-of-sight supervision of a certificated education professional) and/or to an audio recording device. Responses must be scribed verbatim. The scribe may write using standard English capitalization and punctuation. The test-taker must not be prompted, reminded, or otherwise assisted in formulating his/her response during or after the dictation. The scribe may ask the test-taker to pause, slow down, repeat, or speak more clearly. Such requests must not be communicated in a manner suggesting that the student makes a change or correction.</p> <p>Audio Transcription - Dictated answers can be recorded by a scribe, tape recorded, or both.</p> <p>Word Prediction - Assistive, adaptive, or augmentative technology (i.e., word processors or other devices - spell-checker, grammar check, word prediction and/or text organization computer features must be disabled).</p> <p>Calculator - Students in grades 4-8 are allowed the use of a calculator on all portions of the mathematics test. Grade 3 students with IEPs or Section 504 Plans may use calculators if it is an accommodation written into the IEP or Section 504 Plan.</p>

Indiana	<p>Speech to Text - Scribe writes out the answers as dictated by the student. Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).</p> <p>Calculator - Students are not allowed to use a calculator on the 1st session of the Math test unless specified in the student's IEP or Section 504 plan.</p>
Kansas	<p>Calculator - The use of calculation devices on non-calculator portions of the Kansas general KAMM math assessment will result in an invalid score.</p>
Kentucky	<p>Scribe - A scribe is not to be used as a replacement for writing instruction or assistive technology. A "scribe" shall not be used for the state-required Assessment if one of the following conditions is present:</p> <ul style="list-style-type: none"> • a student does not have a verified disability (e.g., specific learning disability, traumatic brain injury, physical disability, autism, mild mental disabilities) or limited English proficiency which significantly impacts written expression or a physical disability which impedes the motor process of writing; • a student has the ability to translate thoughts into written language and is motorically able to print, use cursive techniques, or use technology (e.g., word processor; typewriter, augmentative communication device) at a rate commensurate with same age peers; • the student is able to produce the product, but the product would be more legible if it were scribed (i.e., to enhance written products); or • the student has a motoric physical disability or severe disability in the area of written expression, but is able to use appropriate technology or assistive technology to respond to the task independent of a "scribe".
Louisiana	<p>Scribe - The scribe cannot provide any punctuation and capitalization to the student's response for the writing session of the ELA test for LEAP, GEE and LAA 2.</p>
Maine	<p>Scribe - Tests were administered with a student dictating responses to school personnel (NOT allowed for the Writing Test. See using a scribe for the Writing test). Using a Scribe on the Writing test: Tests were administered with a scribe used on the Writing test. This accommodation is reserved for student for whom it is impossible to produce a written document (e.g., a student with a recent or short-term physical injury).</p> <p>Speech to Text - Tests were administered with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (NOT allowed for the Writing test. See using a scribe for the Writing test.)</p> <p>Calculator - Modification. Using a calculator and/or manipulatives on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test.</p>
Maryland	<p>Speech to Text - For current online assessments, augmentative communication systems, speech generating devices/software and speech to text software are not compatible with the online testing delivery platform system.</p>

Massachusetts	<p>Scribe - Test Administrator Scribes the ELA Reading Comprehension, Mathematics, and/or Science and Technology/Engineering Test(s); or Student Uses a Speech-to-Text Conversion Device (Note: Use of a scribe for the ELA Composition test is nonstandard accommodation): The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses.1. The student has a significant disability which requires the dictation of all written compositions to a scribe or use of an electronic speech-to-text conversion device for all compositions. OR 2. The student is unable to use his or her writing hand or arm at the time of testing due to a broken bone or fracture.</p> <p>Speech to Text - Test Administrator Scribes the ELA Reading Comprehension, Mathematics, and/or Science and Technology/Engineering Test(s); or Student Uses a Speech-to-Text Conversion Device (Note: Use of a scribe for the ELA Composition test is nonstandard accommodation): The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses.1. The student has a significant disability which requires the dictation of all written compositions to a scribe or use of an electronic speech-to-text conversion device for all compositions. OR 2. The student is unable to use his or her writing hand or arm at the time of testing due to a broken bone or fracture.</p> <p>Grammar Checker - When typing responses, students may only use the spell- or grammar-checking functions if they have nonstandard accommodation 31 [Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition] listed in their IEP or 504 plan. Test administrators are responsible for ensuring that students do not use spell- or grammar-checking functions except in cases where the student receives accommodation 31. Also, Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition: The student uses a spell- or grammar-checking function, spell-checking device (including hand-held electronic spellers), or word prediction software (IEP or 504 plan must specify which function or device) for the ELA Composition.</p> <p>Spell Checker - When typing responses, students may only use the spell- or grammar-checking functions if they have nonstandard accommodation 31 [Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition] listed in their IEP or 504 plan. Test administrators are responsible for ensuring that students do not use spell- or grammar-checking functions except in cases where the student receives accommodation 31. Also, Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition: The student uses a spell- or grammar-checking function, spell-checking device (including hand-held electronic spellers), or word prediction software (IEP or 504 plan must specify which function or device) for the ELA Composition.</p>
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<p>Massachusetts (continued)</p>	<p>Word Prediction - When typing responses, students may only use the spell- or grammar-checking functions if they have nonstandard accommodation 31 [Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition] listed in their IEP or 504 plan. Test administrators are responsible for ensuring that students do not use spell- or grammar-checking functions except in cases where the student receives accommodation 31.” Also, “Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition: The student uses a spell- or grammar-checking function, spell-checking device (including hand-held electronic spellers), or word prediction software (IEP or 504 plan must specify which function or device) for the ELA Composition.</p> <p>Calculator - The student has a specific disability that severely limits or prevents him or her from calculating mathematically.</p>
<p>Michigan</p>	<p>Speech to Text – Non-standard. (Nonstandard accommodations change the construct of what’s being measured, and render the student’s score invalid.) Use of speech to text word processor for responses to Reading, Writing, Functional Independence Expressing Ideas, and ELPA.</p> <p>Calculator - Non-standard- Use of a calculator/talking calculator on the non-calculator sections of the Mathematics assessment. Nonstandard accommodations render the student’s score as invalid.</p>
<p>Minnesota</p>	<p>Scribe - Scribes may be provided to students in instances when visual or motor difficulties, including injuries, prevent them from writing their own answers. Scribes for paper assessments will indicate the responses provided by the student directly into the answer document.</p> <p>If the student dictates the essay verbally to a scribe, the student does not spell out words or provide punctuation. The scribe will transcribe the essay verbatim, spell words and provide punctuation. The writing test has then been modified, and the student will pass with an individual passing score. The district will submit records of students with individual passing scores in the GRR system.</p> <p>Speech to Text - Word processing supports may be used on the Written Composition GRAD if the IEP or 504 team determines that a student needs them and the student has demonstrated competency in their use. (In some cases a general education student with an injury may be allowed to use a word processor. These cases must be documented in the Test Administration Report.) In addition to desktop or laptop computers, these technologies may include computer tablets, portable note-taking devices, smart pens and speech interfaces used to control the computer or convert speech to text. Email mde.testing@state.mn.us for questions on specific software, hardware or devices. Internet access cannot be available on any device used.</p> <p>Audio Transcription – Audio recording cannot be used with online assessments because the items must be answered in order to move forward in the test.</p>

<p>Minnesota (continued)</p>	<p>Grammar Checker - For the Written Composition GRAD, spelling and grammar are dimensions considered in the scoring rubric. If support programs such as spellchecker, word prediction or voice recognition technology are used, the writing test has been modified, and the student will pass with an individual passing score. The district will submit records of students with individual passing scores in the GRR system.</p> <p>Spell Checker - For the Written Composition GRAD, spelling and grammar are dimensions considered in the scoring rubric. If support programs such as spellchecker, word prediction or voice recognition technology are used, the writing test has been modified, and the student will pass with an individual passing score. The district will submit records of students with individual passing scores in the GRR system.</p> <p>Word Prediction - For the Written Composition GRAD, spelling and grammar are dimensions considered in the scoring rubric. If support programs such as spellchecker, word prediction or voice recognition technology are used, the writing test has been modified, and the student will pass with an individual passing score. The district will submit records of students with individual passing scores in the GRR system.</p> <p>Calculator - If a student's IEP or 504 plan states that a handheld calculator must be used, the student must take the test using a 12-point regular print test book.</p>
<p>Mississippi</p>	<p>Calculator - Calculators are allowable only in grades 7 and 8 for MCT2 Mathematics and for the SATP2 Algebra 1.</p>
<p>Missouri</p>	<p>Grammar Checker - Only the tools listed in the Examiner's Manual for each grade are permitted; i.e., dictionary, thesaurus, and grammar handbook are permitted during the Grade 3 writing prompt.</p>
<p>Montana</p>	<p>Calculator - Nonstandard Accommodation- Student uses a calculator on the no-calculator sections of the mathematics test. A student for whom 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. The score becomes invalid. In this example, the student is considered to be a non-participant when calculating the participation rate for (AYP) purposes. Further, the results of a test taken with a nonstandard accommodation are not included in the calculations for AYP.</p>

Nevada	<p>Speech to Text – The following are not accommodations, but are modifications, and do affect the validity of the test scores (list is not exhaustive but has been provided for exemplary purposes): Student using aids such as a thesaurus, an electronic spell-check, hyphenation-check, or grammar-check, text-to-speech or speech-to-text conversion, or word-prediction on a writing assessment.</p> <p>Grammar Checker - The following are not accommodations, but are modifications, and do affect the validity of the test scores (list is not exhaustive but has been provided for exemplary purposes): Test administrator or proctor reading the CRT or HSPE in Reading to the student in any language. Student using aids such as a thesaurus, an electronic spell-check, hyphenation-check, or grammar-check, text-to-speech or speech-to-text conversion, or word-prediction on a writing assessment. Spelling and Grammar Checker, and Word Prediction are prohibited on a writing test (all grades).</p> <p>Spell Checker - The following are not accommodations, but are modifications, and do affect the validity of the test scores (list is not exhaustive but has been provided for exemplary purposes): Test administrator or proctor reading the CRT or HSPE in Reading to the student in any language. Student using aids such as a thesaurus, an electronic spell-check, hyphenation-check, or grammar-check, text-to-speech or speech-to-text conversion, or word-prediction on a writing assessment. Spelling and Grammar Checker, and Word Prediction are prohibited on a writing test (all grades).</p> <p>Word Prediction - The following are not accommodations, but are modifications, and do affect the validity of the test scores (list is not exhaustive but has been provided for exemplary purposes): Student using aids such as a thesaurus, an electronic spell-check, hyphenation-check, or grammar-check, text-to-speech or speech-to-text conversion, or word-prediction on a writing assessment. Spelling and Grammar Checker, and Word Prediction are prohibited on a writing test (all grades).</p>
New Hampshire	<p>Scribe - Tests were administered with a student dictating responses to school personnel. (NOT allowed for the Writing test. See using a scribe for the Writing test.) Tests were administered with a scribe used on the Writing test. The use of a scribe for students dictating a response to the Writing test may only be used under limited circumstances and must be approved by the DOE. When approved as an accommodation, the scribe must follow established guidelines and procedures.</p> <p>Speech to Text - Tests were administered with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (NOT allowed for the Writing test. See using a scribe for the Writing test.)</p> <p>Calculator - Modification. Using a calculator and/or manipulatives on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test.</p>
New Jersey	<p>Calculator - Using a Braille ruler and talking calculator or large-face calculator. Using calculators for NJ ASK 3-8 Mathematics (all students are permitted calculators for HSPA).</p>

New Mexico	Calculator - Prohibited for grades 3-7.
New York	<p>Grammar Checker - Some students may have a disability which affects their ability to spell and punctuate and may require the use of spell or grammar checking devices. To meet the needs of these students, the following additional accommodations may be considered (except as specifically prohibited on the Grades 3-8 ELA/Mathematics tests): Use of a spell-check device; use of grammar-check device.</p> <p>Spell Checker - Some students may have a disability which affects their ability to spell and punctuate and may require the use of spell or grammar checking devices. To meet the needs of these students, the following additional accommodations may be considered (except as specifically prohibited on the Grades 3-8 ELA/Mathematics tests): Use of a spell-check device; use of grammar-check device.</p> <p>Calculator- Use of a calculator may be considered as an accommodation (except as specifically prohibited on the Grades 3-8 ELA/Mathematics tests). Calculators must be made available to all students taking the RCT in Science.</p>
North Carolina	Calculator - To receive valid test scores, students may use calculators as accommodations only when calculator use is part of the standard test administration. Calculator use that invalidates the score: Calculator use by any student during the administration of the calculator inactive part of North Carolina READY End-of-Grade (EOG)... Mathematics Assessments at Grades 3-8 or the calculator inactive part of the North Carolina READY End-of-Course (EOC)... Assessments of Algebra I... invalidates test results.
North Dakota	Calculator - Modification: Using a calculator on any math problem that states "without using a calculator" results in invalid scores that are not meaningful.
Ohio	Calculator - Allowed on grade 6 and above, not allowed for grades 3 and 4. May be allowed for some grade 5 students based on criteria. (All Math) .
Oklahoma	<p>Scribe - Dictate words to scribe (English II and writing test only). Test Administrator must transcribe words verbatim into the standard student Answer Document.</p> <p>Audio Transcription - Student tapes response for verbatim transcription at a later time (English II and writing test only). Tapes need to be destroyed by the District Test Coordinator.</p> <p>Grammar Checker - Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc. (English II and writing test only).</p> <p>Spell Checker - Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc. (English II and writing test only).</p>
Oregon	Spell Checker - High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document.

Pennsylvania	<p>Scribe - Allowed for all subjects for paper test, but not allowed for online assessment.</p> <p>Audio Transcription - Not allowed on the writing assessment (student must transcribe own response). Online system is not interoperable with audio recording devices.</p> <p>Calculator- Allowed on calculator test sections only. Not allowed on Grade 3 test.</p>
Rhode Island	<p>Scribe - Tests were administered with a student dictating responses to school personnel. (NOT allowed for the Writing test. See using a scribe for the Writing test.) Using a Scribe on the Writing test: Tests were administered with a scribe used on the Writing test. This accommodation is reserved for student for whom it is impossible to produce a written document (e.g., a student with a recent or short-term physical injury).</p> <p>Speech to Text - Tests were administered with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (NOT allowed for the Writing test. See using a scribe for the Writing test.)</p> <p>Calculator - Modification. Use of a calculator on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test will result in impacted items being scored as incorrect.</p>
South Carolina	<p>Speech to Text - The accommodation described, if used on state assessment, will result in an invalid assessment.</p> <p>Grammar Checker - The accommodation described, if used on state assessment, will result in an invalid assessment.</p> <p>Spell Checker - The accommodation described, if used on state assessment, will result in an invalid assessment.</p> <p>Word Prediction - The accommodation described, if used on state assessment, will result in an invalid assessment.</p> <p>Calculator - If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device, such as an abacus, arithmetic table, manipulatives, or a student completed number chart, may be used. For South Carolina state assessments calculators, arithmetic and multiplications charts are non-standard on the grades 3 and 4 math portion of the PASS.</p>
South Dakota	<p>Calculator - If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device, may be used.</p>
Tennessee	<p>Speech to Text - Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. 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.</p>

Texas	<p>Scribe - Basic Transcribing. This accommodation allows a test administrator to transfer student responses onto an answer document when a student with a disability is unable to accomplish this task independently. Student must meet at least one of the following: The student has a temporary or permanent impairment in vision that necessitates the use of braille or large-print test materials. The student has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents him or her from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a format similar to an answer document.</p> <p>Complex Transcribing. This accommodation allows a test administrator to record onto an answer document a student's dictated or signed responses on the writing prompts when a student with a disability is unable to accomplish this task independently. Student must meet at least one of the following: The student has a temporary or permanent impairment in vision that necessitates the use of braille or large-print test materials. The student has a temporary or permanent physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis, physical abnormality) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document. For a student who meets the eligibility criteria for Basic Transcribing, this accommodation may be used on STAAR, STAAR Spanish, and STAAR Modified multiple-choice questions, griddable questions, and short-answer reading questions. For students who require the use of a human scribe on extended writing responses on a writing test, the campus must review the eligibility criteria for Complex Transcribing and may submit to TEA an Accommodation Request Form for review.</p> <p>Speech to Text - A student may use this accommodation if he or she meets at least one of the following: The student has an impairment in vision that necessitates the use of braille or large-print test materials. The student has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents him or her from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a format similar to an answer document. The student uses speech-to-text software to indicate responses for multiple-choice questions, griddable questions, short-answer reading questions, and/or the writing prompts. After printing the text, the test administrator transfers it onto the answer document.</p>
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Texas (continued)	<p>Spell Checker - A student may use this accommodation if he or she receives special education or Section 504 services; routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and; is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules and/or word patterns (e.g., silent letters, base words with affixes) to written responses. For a student who meets the eligibility criteria for Spelling Assistance, word prediction software and the spell check feature on a word processor or hand-held device may be used only on STAAR, STAAR Spanish, and STAAR Modified short-answer reading questions and responses to writing prompts. Spelling assistance may never be used on the reading selections or multiple-choice questions. Spelling assistance may never be used on the multiple-choice revising and editing section.</p> <p>Word Prediction - A student may use this accommodation if he or she receives special education or Section 504 services; routinely, independently, and effectively uses this accommodation during classroom instruction and testing, and; is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules and/or word patterns (e.g., silent letters, base words with affixes) to written responses. For a student who meets the eligibility criteria for Spelling Assistance, word prediction software and the spell check feature on a word processor or hand-held device may be used only on STAAR, STAAR Spanish, and STAAR Modified short-answer reading questions and responses to writing prompts.</p> <p>Calculator – Grades 3 through 8. The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other allowable materials to address this need (e.g., white board, graph paper). The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other allowable materials to address this need (e.g., magnifier). Grades 5 through 8. The student has a disability that affects mathematics calculations.</p>
Utah	<p>Scribe - To qualify for this accommodation on the DWA [Direct Writing Assessment] and UALPA, the student must need a scribe routinely throughout the school year for instruction and assessment. All responses to the DWA must be submitted via the computerized DWA system. This accommodation is appropriate for DWA and UALPA, not CRTs [Criterion-Referenced Tests]. Physical Access. CRT: A qualified adult with documented training in ethical testing procedures may enter/mark student responses at the student's direction.</p> <p>Speech to Text - Speech-to-text is not currently available on any state-wide assessments.</p>

Vermont	<p>Scribe - Tests were administered with a student dictating responses to school personnel. (NOT allowed for the Writing test. See using a scribe for the writing test.)</p> <p>Tests were administered with a scribe used on the Writing test. This accommodation is reserved for student for whom it is impossible to produce a written document (e.g., a student with a recent or short-term physical injury).</p> <p>Speech to Text - Tests were administered with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (NOT allowed for the Writing test. See using a scribe for the Writing test.)</p> <p>Calculator - Modification. Use of a calculator on Session 1 of the Mathematics test or using a scientific calculator on Session 3 of the Science test will result in impacted items being scored as incorrect.</p>
Virginia	<p>Scribe - Short paper component of the Writing Assessment only.</p> <p>Word Prediction - Short paper component of the Writing Assessment only.</p>
Washington	<p>Scribe - As a special education accommodation, a scribe is primarily for those students who have a physical writing disability. In very rare cases, a student who does not have a physical writing disability but due to other disability factors, may need a scribe for all regular classroom activities and assessments. This student has these complicating factors and the accommodation in his/her IEP and therefore, may use a scribe on the state assessment in all content areas.</p>
West Virginia	<p>Scribe - This accommodation is used for students who cannot physically answer or respond by writing.... This accommodation is also for physically or visually impaired students who use braille or are otherwise unable to review their work on a screen due to a visual impairment. Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor skills or writing.</p> <p>Grammar Checker - Use of the spelling/grammar check function on a computer is not allowed, except for the computer-based writing in which the spelling/grammar check is built into the system and this accommodation is built-in.</p> <p>Spell Checker - Use of the spelling/grammar check function on a computer is not allowed, except for the computer-based writing in which the spelling/grammar check is built into the system and this accommodation is built-in.</p>

Wisconsin	<p>Speech to Text - Not allowed on Language Arts or Writing tests.</p> <p>Audio Transcription - Student is able to record response using an audio or video device while then either a test administrator transcribes the student response into the scorable test book or the student transcribes their own response after listening/watching. Transcription of the student's response must be verbatim, including spelling, formatting, punctuation, etc. Student must dictate their response exactly as it is to be written.</p> <p>Grammar Checker - Not allowed on the Language Arts or Writing tests.</p> <p>Spell Checker - Provide spelling assistance or a spell-check device, where appropriate (Not allowed on Language Arts or Writing tests).</p>
Wyoming	<p>Calculator - If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device, may be used. This is a non-standard accommodation which results in an invalid test. Administration of nonstandard accommodations is not allowed on PAWS.</p>

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

NCEO is an affiliated center of the Institute on Community Integration