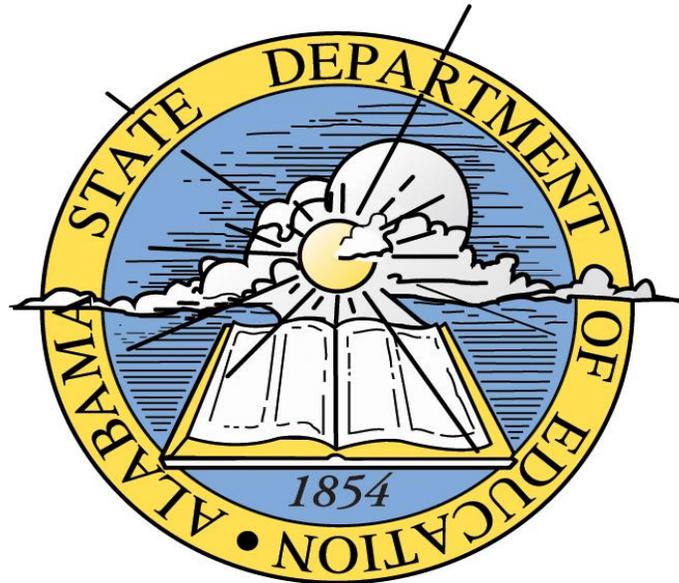


Alabama Student Assessment Program Policies and Procedures for Students of Special Populations



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Alabama State Department of Education
Montgomery, Alabama
Updated January 2013

ALABAMA STATE DEPARTMENT OF EDUCATION . THOMAS R. BICE . JANUARY 2013

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*Alabama Student Assessment Program Policies and Procedures for
Students of Special Populations*

Table of Contents

General Policies Guiding the Alabama Student Assessment Program	1
Participation of Students of Special Populations	1
Local Education Agencies’ Responsibilities Regarding Local Assessments.....	1
Content and Instruction	1
Students Eligible for Accommodations on State Assessments	2
Requirements for Use of Accommodations on State Assessments	2
The Five Step Process.....	5
Step 1: Expect Students of Special Populations to Achieve Grade-Level Academic Content Standards.....	5
Equal Access to Grade-Level Content	5
Step 2: Learn About Accommodations for Instruction and Assessment	6
Description of Accommodations Categories.....	6
Modifications vs. Accommodations	6
Step 3: Select Accommodations for Instruction and State Assessments for Individual Students	8
Documenting Accommodations on a Student’s Individualized Education Plan.....	8
Documenting Accommodations on a Student’s 504 Plan	9
Documenting Accommodations on a Student’s Individual English Learner Plan.....	10
Determining the Consequences of State Assessment Accommodations Use	12
Questions to Guide Accommodation Selection.....	12
Step 4: Administer Accommodations During Instruction and On State Assessments	14
Accommodations During Instruction	14
Accommodations on State Assessments	14
Planning for Test Day.....	14
Administering State Assessments and Accommodations	14
Test Security.....	14
Standardization.....	15
Step 5: Evaluate and Improve Accommodations Use	16
Questions to Guide Evaluation of Accommodation Use on State Assessments at the School Level.....	16
Questions to Guide Evaluation of Accommodation Use on State Assessments at the Student Level.....	16

Appendix A: Participation Documentation and Accommodations Checklists for Students Receiving Special Education Services..... **18**

IEP Participation Documentation..... 19

IEP Accommodations Checklist for the *Alabama High School Graduation Exam*..... 21

IEP Accommodations Checklist for the *Alabama Reading and Mathematics Test⁺* 22

IEP Accommodations Checklist for EXPLORE/PLAN 23

IEP Accommodations Checklist for the QualityCore Assessments (2012-2013)..... 24

IEP Accommodations Checklist for the QualityCore Assessments (2013-2014)..... 25

IEP Accommodations Checklist for the QualityCore Assessments (2014-2015 and after) ..26

IEP Accommodations Checklist for the ACT Plus Writing..... 27

IEP Accommodations Checklist for the *Alabama Alternate Assessment*..... 28

Appendix B: Participation Documentation and Accommodations Checklists for Students Receiving 504 Services **29**

504 Participation Documentation..... 30

504 Accommodations Checklist for the *Alabama High School Graduation Exam* 32

504 Accommodations Checklist for the *Alabama Reading and Mathematics Test⁺* 33

504 Accommodations Checklist for EXPLORE/PLAN 34

504 Accommodations Checklist for the QualityCore Assessments (2012-2013)..... 35

504 Accommodations Checklist for the QualityCore Assessments (2013-2014)..... 36

504 Accommodations Checklist for the QualityCore Assessments (2014-2015 and after). 37

504 Accommodations Checklist for the ACT Plus Writing..... 38

Appendix C: Participation Documentation and Accommodations Checklists for English Learner Students **39**

EL Participation Documentation 40

Alabama High School Graduation Exam Deferral Form for LEP Student During His/Her First 12 Months of Enrollment in U.S. Schools 41

EL Accommodations Checklist for the *Alabama High School Graduation Exam* 43

EL Accommodations Checklist for the *Alabama Reading and Mathematics Test⁺* 44

EL Accommodations Checklist for EXPLORE/PLAN..... 45

IEP/504 Accommodations Checklist for the *Assessing Comprehension and Communication In English State-To-State for English Language Learners* 46

IEP/504 Accommodations Checklist for the *Assessing Comprehension and Communication In English State-To-State for English Language Learners* 47

EL Accommodations Checklist for the QualityCore Assessments 48

EL Accommodations Checklist for the ACT Plus Writing..... 49

Appendix D: Guidance for Accommodations	50
A List of Do’s and Don’ts for Selecting Accommodations	51
Guidelines for Administering Specific Accommodations.....	52
Reading Accommodation	52
Sign Language or Native Language Interpreter for Directions	52
Marking Answers in Test Booklet.....	52
Dictation to a Scribe (Proctor or Assistant).....	53
Extended Time	53
Large Print	53
Braille	54
Templates	54
Administered by a Specific Teacher	54
Assistive Technology/Communication Device	54
With Other Accommodations Needed Due to the Nature of the Disability or the Level of Language Proficiency	54
 Appendix E: Special Populations Form	 55
Form Requesting Testing Accommodations Needing SDE Approval	56
 Appendix F: Test Security Policy.....	 57
Test Security Policy.....	58
Confidentiality Statement.....	59
 Appendix G: Temporary Emergency Medical Form.....	 60
Temporary Medical Emergency Form	61

Introduction

The *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*, Updated January 2013, sets forth the policies and procedures regarding the inclusion of students of special populations in the Alabama Student Assessment Program. These policies and procedures include the written guidelines as well as required forms to be used in decision-making with regard to the state testing program.

This manual provides information for students with disabilities receiving special education services with an Individualized Education Program (IEP), students with disabilities receiving 504 services with a 504 Plan, English Learner (EL) students with an Individual English Language Plan (I-ELP). The guidance in this manual provides information regarding the testing of these students in the Alabama Student Assessment Program and the instruction these students receive. A five-step process has been incorporated to assist personnel working with these populations as they consider decisions regarding participation in the Alabama Student Assessment Program and the selection, administration, and evaluation of assessment accommodations. The five-step process includes the following:

1. Expect students of special populations to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and state assessments for individual students.
4. Administer accommodations during instruction and on state assessments.
5. Evaluate and improve accommodations use.

If you have questions regarding the testing or accommodating of students of special populations for the Alabama student assessment program, please call Student Assessment at 334-242-8038.

General Policies Guiding the Alabama Student Assessment Program

Participation of Students of Special Populations

Alabama requires all students to participate in the Alabama Student Assessment Program. Specific information regarding participation for students of special populations can be found in this manual. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation.

All assessments are available in English only; therefore, all students, including EL students must take state assessments as written in English. Documentation regarding participation in the Alabama Student Assessment Program must be made on the appropriate Participation Documentation form found in the following appendices:

- Students with disabilities receiving special education services—Appendix A
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf
- Students with disabilities receiving 504 services—Appendix B
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf
- English Learner students—Appendix C
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf

Local Education Agency’s Responsibilities Regarding Local Assessments

The Local Education Agency (LEA) may have local requirements that require the administration of assessments that are not a part of the Alabama Student Assessment Program. If the LEA administers an assessment other than those specified by the state or administers a state assessment in grades other than those mandated by the state, the LEA must include all students of special populations in the assessments. In addition, the LEA must provide a local alternate assessment for students with disabilities receiving special education services who cannot participate in the local assessment. Each LEA must have policies and guidelines in place for these local assessments and include them in the LEA’s state-approved Test Security Plan. LEAs are responsible for scoring and reporting the results of these local assessments.

Content and Instruction

LEAs must ensure equal access to grade-level content standards for all students. The state-mandated curriculum of the Alabama College and Career Readiness Standards (Alabama courses of study) sets forth the learning expectations for students at each grade level and subject area. The *Alabama Extended Standards* (Extended Standards) are the content standards for students with disabilities receiving special education services taking the *Alabama Alternate Assessment* (AAA). Teachers must provide instruction on state content standards using a variety of materials and instructional strategies to meet the needs of all students.

In order to promote equal access to grade-level content, every IEP Team/504 Committee/EL Committee member and all teachers must be familiar with state content standards and collaboration among general educators, special educators, and English Learner (EL) educators must occur. All students can work toward grade-level academic content standards, and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state content standards and who know how to differentiate instruction for diverse learners.
2. IEPs/504 Plans/I-ELPs are developed to ensure the provision of specialized instruction needed by the individual students.
3. Appropriate instructional accommodations are provided.

An instructional accommodation is a practice or procedure intended to reduce or eliminate the effects of a student's disability (student with a disability) or limited-English language proficiency in order to provide equitable access to content during instruction and on classroom assessments. Providing accommodations for students of special populations during instruction will help to promote equal access to grade-level content. However, accommodations should not reduce learning expectations for students.

Students Eligible for Accommodations on State Assessments

In Alabama, students must be eligible and receiving special education services, 504 services, or English language instructional services in a pull-out program or in the regular classroom in order to qualify for testing accommodations. This manual addresses the use of testing accommodations. Additional specific information regarding testing accommodations can be found in the appendices.

Requirements for Use of Accommodations on State Assessments

A testing accommodation on a state assessment should enable the student to demonstrate the degree of achievement the student possesses in the content area. When the disability or language proficiency prevents the student from being able to demonstrate what he or she knows or is able to do, testing accommodations may be needed. Accommodations should be provided to ensure that each student receives individual consideration of his or her disability or limited-English proficiency. However, an accommodation should not be provided if it changes the nature, content, or integrity of the test. Testing accommodations provided to students on state assessments must be accommodations that also are provided and proven to be successful during classroom instruction and on classroom tests. It should be noted there are some accommodations that may be appropriate for instruction, but would not be appropriate for use on state assessments. There may be consequences (e.g., invalidation of a student's test score) for the use of accommodations on state assessments that are not on the approved testing accommodations checklists. For example, the use of a reading accommodation on a subtest designed to measure one's skill in reading would invalidate the subtest.

Testing accommodations on state assessments must adhere to the following principles:

- Testing accommodations should enable students to demonstrate their knowledge and skills.
- Testing accommodations must be based upon individual student needs and not upon a category of disability, level of language proficiency, level of instruction, time spent in the general classroom, or program setting.
- Testing accommodations must be accommodations which have been regularly made during classroom instruction and on classroom tests.
- Testing accommodations must be justified, proven successful, and documented in the student's IEP/504 Plan/I-ELP.
- Testing accommodations should foster and facilitate independence for students, not dependence.
- Testing accommodations cannot supplant the skills the test is designed to measure.
- Only testing accommodations listed on the approved testing accommodations checklists should be used. Approved testing accommodations checklists can be found in appendices A, B, and C.

The following are required for a student to qualify for testing accommodations on state assessments:

1. Justification of the need for the testing accommodation;
2. Prior practice in the classroom on a regular basis for instruction and on classroom tests; and
3. Success of the accommodation during prior practice.

The justification of the need for the testing accommodation documented in the student's IEP/504 Plan/I-ELP on the Participation Documentation forms, proof of prior practice, and proof of success of the accommodation must be verified and documented by the LEA and available for review by the Alabama State Department of Education (SDE). A copy of the Participation Documentation forms can be found in the following appendices:

- Students with disabilities receiving special education services—Appendix A
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf
- Students with disabilities receiving 504 services—Appendix B
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf
- English Learner students—Appendix C
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf

In special situations where SDE written approval is required prior to the administration of the state assessment with accommodations, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the IEP/504 Plan/I-ELP, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be

provided for the request to be processed. This form and documentation must be coordinated through the System Test Coordinator (STC) within each LEA and submitted to the SDE no later than four weeks prior to the state assessment to be administered. The form can be found in Appendix E or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_E_Requesting_SDE_Approval_Form.pdf.

The Five Step Process

Step 1: Expect Students of Special Populations to Achieve Grade-Level Academic Content Standards

Several important laws require the participation of students of special populations in standards-based instruction and all assessment initiatives. These include federal laws such as the *Elementary and Secondary Education Act (No Child Left Behind Act of 2001* is the current version of the law), the *Individuals with Disabilities Education Act of 2004* (IDEA), and Title III of the *Elementary and Secondary Education Act*.

Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state's definition of "significant cognitive disabilities." In Alabama, the definition of a student with significant cognitive disabilities is a student with an intelligent quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below. IEP teams should use this as a guideline when determining if a student should take an alternate assessment. A student meeting this definition and receiving instruction on the Alabama Extended Standards, an extension of the grade-level state content standards, is eligible for the *Alabama Alternate Assessment* as determined by the student's IEP.

IDEA specifically governs services provided to students with disabilities receiving special education services. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires standards-based IEPs for students with disabilities receiving special education services who are participating in an alternate assessment (*Alabama Administrative Code* requires standards-based IEPs for **all** special education students) and requires the participation of **all** students with disabilities receiving special education services in state and local assessments.

Federal law requires the assessment of English language proficiency for students with limited-English proficiency that are found eligible for English language instructional services in a pull-out program or in the regular classroom. In Alabama, *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs) and *Alternate ACCESS for ELLs* are the language proficiency tests administered to EL students.

Equal Access to Grade-Level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Alabama's College and Career Readiness Standards are the Alabama state courses of study. Alabama state law requires state courses of study to be the minimum content taught by Alabama teachers to students for each grade level and course.

The state content standards drive both instruction and assessment in Alabama. The Alabama state courses of study can be found at www.alsde.edu, the Office of Student Learning, under Curriculum.

Step 2: Learn About Accommodations for Instruction and Assessment

Accommodations are practices and procedures in the areas of scheduling, setting/administration, format and/or equipment, and recording that provide equitable access to content during instruction and allow the student to demonstrate the degree of achievement the student possesses in the content areas on state assessments.

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

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

Description of Accommodations Categories

Accommodations in Alabama are commonly categorized in four ways:

- **Scheduling Accommodations**—Allow students to complete the assignment or take the test at the best time of the day, take breaks, or increase the allowable length of time to complete the assignment or assessment.
- **Setting/Administration Accommodations**—Specify or change the location in which an assignment or test is given or change the conditions of the assignment or assessment setting.
- **Format and/or Equipment Accommodations**—Allow students to access information in an alternate mode or use equipment to aid in their access of information in the classroom and on assessments. These alternate modes of access can be auditory, multi-sensory, tactile, and visual.
- **Recording Accommodations**—Allow students to complete activities, assignments, and assessments in different ways such as the use of a scribe.

Modifications vs. Accommodations

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

Examples of modifications include:

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

Providing modifications to students during classroom instruction and/or classroom tests may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not scoring proficient on state assessments or not meeting graduation requirements. In addition, modifications on state assessments will result in the assessment being invalidated.

Step 3: Select Accommodations for Instruction and State Assessments for Individual Students

To ensure that students are engaged in standards-based instruction and state assessments, every IEP Team/504 Committee/EL Committee member must be knowledgeable about the state academic content standards and state assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing accurate information about the student's disability/level of language proficiency and present level of performance in relation to state academic standards.

The process of making decisions about **instructional accommodations** is one in which members of the IEP Team/504 Committee/EL Committee recommend a practice or procedure intended to reduce or eliminate the effects of a student's disability/language proficiency in order to provide equitable access during instruction and on classroom tests. As students are taught, teachers use different approaches, techniques, instructional materials, and with some students, accommodations, to ensure that optimal learning for each student is taking place. When successful instructional accommodations have been determined, they should be used regularly in instruction and on classroom tests. A student may be accommodated in one content area (e.g., mathematics) or accommodated in multiple content areas (e.g., a reading accommodation in science and social studies).

Once instructional accommodations have been established, proven successful, and are regularly being used during instruction and on classroom tests, appropriate decisions regarding state assessment accommodations can be made by the IEP Team/504 Committee/EL Committee. **State assessment accommodations** are practices or procedures which should enable the student to demonstrate the degree of achievement which he or she possesses. There are many accommodations that may be appropriate during the teaching of content in the instructional program that would not be appropriate on a state assessment. An accommodation on a state assessment should not supplant the skill that the assessment is designed to measure (e.g., a reading accommodation on an assessment of reading comprehension).

An accommodation is not something that is provided on a student's classroom tests and state assessments to help the student "pass" the test but rather is a part of that student's total program which should originate in the instructional program. IEP Team/504 Committee/EL Committee meetings that simply engage people in checking boxes on a state accommodations checklist are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum. A list of do's and don'ts for selecting accommodations can be found in Appendix D or by referring to the following link: https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_D_Guidance_for_Accommodations.pdf.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and state assessment accommodations should not pose any particular problems for IEP Teams that follow good IEP practices. With information obtained from the required summary of the student's present level of academic achievement and functional performance, the process of identifying and documenting accommodations should be a fairly straightforward event. The "present level"

is a federal requirement in which the IEP Team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled students.”

There are several areas on the Alabama IEP form where instructional accommodations can be addressed. These areas are found in the “Special Education and Related Services” box on the “Measurable Annual Goal” page. Any instructional accommodations to be used in the classroom during instruction and on classroom tests must be outlined here. Some instructional accommodations may be consistent over several annual goals, but many may vary depending on the individual needs of the student.

Once instructional accommodations have been in place and proven successful, the IEP Team should consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the IEP Team must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student’s instructional program. The IEP Team must work within the framework of the approved accommodations for special education students on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for students with disabilities receiving special education services can be found in Appendix A or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf.

In special situations where SDE written approval is required prior to the administration of the state assessment with accommodations, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the IEP/504 Plan/I-ELP, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. This form and documentation must be coordinated through the STC within each LEA and submitted to the SDE no later than four weeks prior to the state assessment to be administered. The form can be found in Appendix E or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_E_Requesting_SDE_Approval_Form.pdf.

Documenting Accommodations on a Student’s 504 Plan

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

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

Examples of students who may receive instructional and assessment accommodations based on their 504 Plan and regular practice in the instructional program include students with

- communicable diseases;
- disabilities from accidents who may need short term hospitalization or homebound services;
- allergies or asthma;
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; and
- attention difficulties.

Instructional accommodations for the classroom and on classroom assessments can be documented anywhere in the student's 504 Plan. Once documented, they should be used regularly.

Once instructional accommodations have been in place and proven successful, the 504 Committee may consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the 504 Committee must look at accommodations regularly being made on the student's classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student's instructional program. The 504 Committee must work within the framework of the approved accommodations for students with disabilities receiving 504 services on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for students with disabilities receiving 504 services can be found in Appendix B or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf.

In special situations where SDE written approval is required prior to the administration of the state assessment with accommodations, the LEA must make a written request using the "Form Requesting Testing Accommodations Needing SDE Approval." Additional documentation (prior practice documented in the IEP/504 Plan/I-ELP, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. This form and documentation must be coordinated through the STC within each LEA and submitted to the SDE no later than four weeks prior to the state assessment to be administered. The form can be found in Appendix E or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_E_Requesting_SDE_Approval_Form.pdf.

Documenting Accommodations on a Student's I-ELP

In Alabama the definition of an English Learner (EL) is taken from federal regulations.

The term EL is an individual

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;

- who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual’s level of English proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - the ability to meet the state’s proficient level of achievement on state assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

The EL definition includes students with a wide range of educational needs with respect to learning English as a second language.

Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language.
- Children of highly educated immigrants who have had formal training in English during formal schooling.
- United States-born children whose primary language is not English and who have had limited formal education through English language.

Instructional accommodations for the classroom and on classroom assessments can be documented anywhere in the student’s I-ELP and should be used regularly.

Once instructional accommodations have been in place and proven successful, the EL Committee may consider if accommodations are needed on a state assessment. When determining appropriate state assessment accommodations, the EL Committee must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. State assessment accommodations must be reasonable, proven successful for the student, and be a part of the student’s instructional program. The EL Committee must work within the framework of the approved accommodations for EL students on state assessment accommodations checklists. A state assessment accommodation should not supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test should not be used. Approved state assessment accommodations checklists for EL students can be found in Appendix C or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf.

In special situations where SDE written approval is required prior to the administration of the state assessment with accommodations, the LEA must make a written request using the “Form Requesting Testing Accommodations Needing SDE Approval.” Additional documentation (prior practice documented in the IEP/504 Plan/I-ELP, documented proof of prior practice in the classroom on a regular basis, and documented proof of success of the accommodation) must be provided for the request to be processed. This form and documentation must be coordinated

through the STC within each LEA and submitted to the SDE no later than four weeks prior to the state assessment to be administered. The form can be found in Appendix E or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_E_Requesting_SDE_Approval_Form.pdf.

Determining the Consequences of State Assessment Accommodations Use

When selecting accommodations for state assessments for 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 assessment (e.g., invalidation of a student's score). State assessment accommodations that result in adverse consequences are commonly referred to as nonstandard or non-approved accommodations in Alabama. Nonstandard accommodations which adversely affect the validity of the assessment and non-approved accommodations will be invalidated.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and state assessments is the role of a student's IEP Team/504 Committee/EL Committee. The questions provided below should be used to guide the selection of appropriate accommodations for students receiving special education services, 504 services, or students receiving English language instruction services in a pull-out program or in the regular classroom:

- What are the student's learning/language strengths and areas needing further improvement?
- How does the student's learning/language needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction by addressing the student's learning needs and reducing the effect of the student's disability/language proficiency?
- What accommodations are regularly used by the student during instruction and on classroom tests?
- What are the results for assignments and classroom tests when this accommodation was used and not used?
- What is the student's perception of how well an instructional accommodation "worked"?
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using instructional accommodations?
- What are the perceptions of parents, teachers, and specialists about how the instructional accommodation worked?
- Should the student continue to use the accommodation, are changes needed, or should the use of the accommodation be discontinued?
- What accommodations will enable the student to demonstrate the degree of achievement which he or she possesses on state assessments?

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

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

Plan how and when the student will learn to use a new accommodation. Be certain there is ample time to use instructional accommodations and prove they are successful. Finally, you should plan for ongoing evaluation and improvement of the student's use of the accommodation.

Step 4: Administer Accommodations During Instruction and On State Assessments

Accommodations During Instruction

The IEP Team/504 Committee/EL Committee should consider use of appropriate and needed accommodations during instruction and on classroom tests. These accommodations should be used regularly in the classroom to help promote equal access to the content so optimal learning will take place. An accommodation should never be used solely during state assessments.

Accommodations On State Assessments

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state assessments must be planned. IEPs/504 Plans/I-ELPs must be checked in advance to determine which students are to be tested with accommodations.

Planning for Test Day

School staff must communicate with the Building Test Coordinator (BTC) to ensure students will receive the state assessment accommodations they qualify for or have been approved to receive. Thus, it is essential for all IEP Team/504 Committee/EL Committee members to know and understand the requirements of state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of state assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and proctors have been trained, know what accommodations each student will be using, and know how to administer the state assessment and accommodations properly.

Administering State Assessments and Accommodations

State policies specify practices to ensure test security and the standardized and ethical administration of state assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. Failure to follow administration and security procedures promulgated by the Alabama State Board of Education and published in the *Alabama Administrative Code (AAC)*, the *Student Assessment Handbook*, the test administrator's manuals, and this manual may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the SDE.

Test Security

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a state assessment. Test security can become an issue when a reading accommodation is provided, when someone other than the student is allowed to see the test (e.g., interpreter, scribe), or someone's actions call into question the results of the test.

The Test Security Policy (AAC 290-040-020-.04) must be read and signed by all individuals involved with the state testing program. This policy identifies specific actions which are

inappropriate and violate test security. Violation of the *Test Security Policy* could result in disciplinary action. A copy of the *Test Security Policy* can be found in Appendix F or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_F_Test_Security_Policy_Form.pdf.

The Alabama State Department of Education provides educational data through the World Wide Web system as it relates to student assessment. This data system contains confidential information about students including test scores and other personal information. This system is password protected and requires a user ID and an assigned password for access. The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, system, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). A copy of the Confidentiality Statement can be found in Appendix F or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_F_Test_Security_Policy_Form.pdf.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during a state assessment. Standardization is necessary in order to produce valid and reliable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. Guidelines for administering specific accommodations on state assessments can be found in Appendix D or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_D_Guidance_for_Accommodations.pdf.

Step 5: Evaluate and Improve Accommodations Use

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and state assessments. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure accessibility to content and learning and the meaningful participation of students of special populations on state and local assessments. Data on the use and impact of accommodations during instruction and on classroom assessments may reveal questionable patterns of accommodations use or support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP Team/504 Committee/EL Committee and teachers need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during state assessments. Observations conducted during test administration, interviews with test administrators, and talking with students about the accommodations used will likely yield data that can be used to guide the evaluation process.

Questions to Guide Evaluation of Accommodation Use on State Assessments at the School Level

1. Are there policies in place to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after testing?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs/504 Plans/I-ELPs?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs/504 Plans/I-ELPs are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. Are students provided accommodations tailored to their individualized needs or are all students receiving the same accommodations?
8. How well do students who receive accommodations perform on classroom tests, local assessments, and state assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Student-level questions need to be considered by the IEP Team/504 Committee/EL Committee to evaluate the use of accommodations. It is critical to continually evaluate the use of accommodations to ensure that the most appropriate and successful accommodations are being used.

Questions to Guide Evaluation of Accommodation Use on State Assessments at the Student Level

1. What accommodations are used by the student during instruction and on classroom assessments?

2. What are the results of classroom assignments and classroom tests when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the appropriate accommodations, or ineffective use of accommodations?
3. What accommodations are used by the student during state assessments?
4. What are the results of state assessments when accommodations are used? Does this performance mirror performance on classroom tests? If a student did not meet the expected level of performance, is it due to lack of access to the necessary instruction, not receiving the appropriate accommodations, or ineffective use of accommodations?
5. What is the student's perception of how well the accommodation worked?
6. Which accommodations seemed to be least effective or ineffective?
7. What combinations of accommodations seem to be effective?
8. What are the difficulties encountered in the use of accommodations?
9. What are the perceptions of teachers and others about how the accommodation appears to be working?

School-level questions should be addressed by a committee responsible for continuous improvement efforts. It is critical to stress that evaluation is not the responsibility of just one individual. The entire IEP Team/504 Committee/EL Committee should contribute to the information gathering and decision-making processes.

APPENDIX A

Participation Documentation and Accommodations Checklists
For Students Receiving Special Education Services

IEP PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program

Revised January 2013

When completed by the IEP Team, this checklist becomes a part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

- 1. Student will participate in the AHSGE. Student is working toward either the Alabama High School Diploma or the Alabama Occupational Diploma.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)
- 4. Student will participate in the *Alabama Alternate Assessment*.
- 5. No accommodations are required for student to participate in the *Alabama Alternate Assessment*.
- 6. Accommodations are required for student to participate in the *Alabama Alternate Assessment*. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA READING AND MATHEMATICS TEST⁺ (ARMT⁺)
(For Spring 2013 ARMT⁺ or assessment to replace ARMT⁺ beginning Spring 2014)

- 1. Student will participate in the ARMT⁺ in reading and mathematics in Grade3, 4, 6, or 8.
- 2. Student will participate in the ARMT⁺ in reading, mathematics, and science in Grade5 or 7.
- 3. No accommodations are required for student to participate.
- 4. Accommodations are required for student to participate. (See attached ARMT⁺ Accommodations Checklist.)
- 5. Student will participate in the *Alabama Alternate Assessment* in reading and mathematics in Grade3, 4, 6 or 8.
- 6. Student will participate in the *Alabama Alternate Assessment* in reading, mathematics, and science in Grade5 or 7.
- 7. No accommodations are required for student to participate in the *Alabama Alternate Assessment*.
- 8. Accommodations are required for student to participate in the *Alabama Alternate Assessment*. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

EXPLORE

- 1. Student will participate in the EXPLORE and UNIACT Interest Inventory.
- 2. Student will **only** participate in the UNIACT Interest Inventory because student is participating in the *Alabama Alternate Assessment*.
- 3. No accommodations are required for student to participate.
- 4. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)
- 5. Student will **not** participate in the EXPLORE or UNIACT Interest Inventory because student is participating in the *Alabama Alternate Assessment*. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

PLAN

- 1. Student will participate in the PLAN and UNIACT Interest Inventory.
- 2. Student will **only** participate in the UNIACT Interest Inventory because student is participating in the *Alabama Alternate Assessment*.
- 3. No accommodations are required for student to participate.
- 4. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)
- 5. Student will **not** participate in the PLAN or UNIACT Interest Inventory because student is participating in the *Alabama Alternate Assessment*.

Justification for all decisions made above:

QualityCore End-of-Course Assessments

- 1. Student will participate in the Quality Core end-of-course assessments.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached Quality Core End-of Course Assessments Accommodations Checklist.)

Justification for all decisions made above:

ACT Plus Writing

- 1. Student will participate in the ACT Plus Writing assessment.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ACT Plus Writing Accommodations Checklist.)
- 4. Student will **not** participate in the ACT Plus Writing assessment because student is participating in the *Alabama Alternate Assessment*. (See attached AAA Accommodations Checklist.)

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the *National Assessment of Educational Progress (NAEP)*, the student will participate unless the IEP Team is reconvened. Students needing special formats will participate in pilots only if special formats are available.

For additional information regarding the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations**, refer to the following link:

https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf.

IEP ACCOMMODATIONS CHECKLIST
Alabama High School Graduation Exam (AHSGE)
(Also used for the Pre-Graduation Examination)

Revised December 2011

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
- 3. Until, in the administrator's judgment, the student can no longer sustain the activity.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student's special education teacher.
- 7. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 8. Individually.
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Mathematics subject-area test read aloud by test administrator.
- 5. Language subject-area test read aloud by test administrator.
- 6. Biology subject-area test read aloud by test administrator.
- 7. Social Studies subject-area test read aloud by test administrator.
- 8. Templates.
- 9. Abacus for visually impaired students.
- 10. Large print.
- 11. Colored overlay.
- 12. Marker to maintain place.
- 13. Braille.
- 14. Communication device.
- 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklets.
- 2. Student's answers will be recorded by proctor or assistant.
- 3. Student will record answers using a machine such as a word processor.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST
Alabama Reading and Mathematics Test⁺ (ARMT⁺)

Revised December 2011

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of one subtest followed by a break of _____ minutes for reading and mathematics.
- 3. With the rest break increased to _____ minutes for science.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student's special education teacher.
- 7. Individually.
- 8. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Templates.
- 5. Abacus for visually impaired students.
- 6. Large-print test booklet with large-print answer document.
- 7. Colored overlay.
- 8. Mathematics subtest read aloud by test administrator.
- 9. Science subtest read aloud by test administrator.
- 10. Marker to maintain place.
- 11. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 12. Secure paper with magnet/tape.
- 13. Braille.
- 14. Communication device.
- 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark multiple-choice and gridded answers in test booklet. Open-ended responses must be written in the answer document by the student or recorded by proctor or assistant.
- 2. Student's answers will be recorded by proctor or assistant.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST
EXPLORE/PLAN

Revised January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over multiple days. (This accommodation must be provided in a separate setting.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student's special education teacher.
- 7. Individually.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. All tests (English, Mathematics, Reading, and Science) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided.
- 5. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: ___ English ___ Mathematics ___ Reading ___ Science
- 6. UNIACT Inventory read aloud by test administrator **or** signed in Exact English only (no reader script available).
- 7. Templates.
- 8. Abacus for visually impaired students.
- 9. Large-print test with large-print response worksheet.
- 10. Colored overlay.
- 11. Marker to maintain place.
- 12. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 13. Secure paper with magnet/tape.
- 14. Braille.
- 15. Communication device. **SDE APPROVAL ONLY.**
- 16. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST
QualityCore End-of-Course Assessments
(2012-2013)

October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two-day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students, paper/pencil only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By the student's special education teacher.
- 7. Individually.
- 8. Paper/pencil.
- 9. Computer.
- 10. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) read aloud by test administrator using reader script provided:(paper/pencil only and this accommodation must be provided in a separate setting.)
___ Algebra I ___ English 9 ___ English 10 ___ Geometry
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST

January 2013

QualityCore End-of-Course Assessments

(2013-2014)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By the student's special education teacher.
- 7. Individually.
- 8. Paper/pencil.
- 9. Computer.
- 10. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.) ___ Algebra I ___ Algebra II ___ Biology ___ Chemistry ___ English 9 ___ English 10 ___ English 11 ___ Geometry ___ U.S. History
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device. **SDE APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST

January 2013

QualityCore End-of-Course Assessments

(2014-2015 and after)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students, paper/pencil only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By the student's special education teacher.
- 7. Individually.
- 8. Paper/pencil.
- 9. Computer.
- 10. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.) ___ Algebra I ___ Algebra II ___ Biology ___ Chemistry ___ English 9 ___ English 10 ___ English 11 ___ English 12 ___ Geometry ___ Physics ___ Pre-Calculus ___ U.S. History
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device. **SDE APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

IEP ACCOMMODATIONS CHECKLIST
ACT Plus Writing

January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

E. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student. **ACT APPROVAL ONLY.**
- 2. With tests administered over multiple days. **ACT APPROVAL ONLY.**
- 3. With additional breaks with standard time. **ACT APPROVAL ONLY.**
- 4. With time limits extended. **ACT APPROVAL ONLY.**
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment. **ACT APPROVAL ONLY.**

F. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only). **ACT APPROVAL ONLY.**
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By the student's special education teacher.
- 7. Individually with standard time only.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment. **ACT APPROVAL ONLY.**

G. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment. **ACT APPROVAL ONLY.**
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Read aloud by test administrator or signed in **exact English only.** **ACT APPROVAL ONLY.**
- 5. Templates.
- 6. Abacus for visually impaired students. **ACT APPROVAL ONLY.**
- 7. Large-type test with large-type answer document. **ACT APPROVAL ONLY.**
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead [No. 2] pencil).
- 9. Braille. **ACT APPROVAL ONLY.**
- 10. Communication device. **ACT APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment. **ACT APPROVAL ONLY.**

H. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe). **ACT APPROVAL ONLY.**
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. **ACT APPROVAL ONLY.**

The following link to ACT's Alabama State Testing Web site: <http://act.org/aap/alabama/act.html> has been included to connect directly to the application form to be completed and submitted to ACT when seeking approval for an ACT APPROVAL ONLY accommodation as well as to provide additional information regarding the ACT accommodations process.

Note: For accommodations requiring ACT approval, the ACT approval or denial letter must be attached to this form.

IEP ACCOMMODATIONS CHECKLIST

Revised December 2011

Alabama Alternate Assessment

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Tasks/activities will be administered:

- 1. At a time of day most beneficial to student.
- 2. With breaks during tasks/activities.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tasks/activities will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student's special education teacher.
- 7. Individually.
- 8. With use of interpreter in mathematics for tasks/activities, teacher directives, and student responses.
- 9. With use of interpreter in science for tasks/activities, teacher directives, and student responses.
- 10. With use of interpreter in reading for teacher directives and student responses only.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tasks/activities will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, acoustics, adaptive/special furniture, or carrels).
- 4. Templates.
- 5. Abacus.
- 6. Large-print test materials.
- 7. Colored overlay.
- 8. Mathematics tasks/activities read aloud by teacher.
- 9. Science tasks/activities read aloud by teacher.
- 10. Marker to maintain place.
- 11. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 12. Secure paper with magnet/tape.
- 13. Braille.
- 14. Communication device.
- 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Tasks/activities will be administered with the following recording accommodation(s):

- 1. Student will record answers using a machine such as a word processor.
- 2. Student's answers will be recorded by proctor or assistant.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

APPENDIX B

Participation Documentation and Accommodations Checklists
For Students Receiving 504 Services

**504 PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program**

Revised January 2013

When completed by the 504 Committee, this checklist becomes a part of the student's 504 Plan.

Name: _____ School: _____ Grade: _____ Year: _____

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

- 1. Student will participate in the AHSGE. Student is working toward the Alabama High School Diploma.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)

Justification for all decisions made above:

ALABAMA READING AND MATHEMATICS TEST⁺ (ARMT⁺)
(For Spring 2013 ARMT⁺ or assessment to replace ARMT⁺ beginning Spring 2014)

- 1. Student will participate in the ARMT⁺ in reading and mathematics in Grade 3, 4, 6, or 8.
- 2. Student will participate in the ARMT⁺ in reading, mathematics, and science in Grade 5 or 7.
- 3. No accommodations are required for student to participate.
- 4. Accommodations are required for student to participate. (See attached ARMT⁺ Accommodations Checklist.)

Justification for all decisions made above:

EXPLORE

- 1. Student will participate in the EXPLORE and UNIACT Interest Inventory.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)

Justification for all decisions made above:

PLAN

- 1. Student will participate in the PLAN and UNIACT Interest Inventory.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)

Justification for all decisions made above:

QualityCore End-of-Course Assessments

- 1. Student will participate in the Quality Core End-of-Course assessments.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached Quality Core End-of-Course Assessments Accommodations Checklist.)

Justification for all decisions made above:

ACT Plus Writing

- 1. Student will participate in the ACT Plus Writing assessment.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ACT Plus Writing Accommodations Checklist.)

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the *National Assessment of Educational Progress* (NAEP), the student will participate unless the 504 Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.

For additional information regarding the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations**, refer to the following link:

https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf.

504 ACCOMMODATIONS CHECKLIST
Alabama High School Graduation Exam (AHSGE)
(Also used for the Pre-Graduation Examination)

Revised December 2011

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Tests will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of _____minutes followed by rest breaks of _____minutes.
- 3. Until, in the administrator's judgment, the student can no longer sustain the activity.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Tests will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 6. Individually.
- 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Mathematics subject-area test read aloud by test administrator.
- 5. Language subject-area test read aloud by test administrator.
- 6. Biology subject-area test read aloud by test administrator.
- 7. Social Studies subject-area test read aloud by test administrator.
- 8. Templates.
- 9. Abacus for visually impaired students.
- 10. Large print.
- 11. Colored overlay.
- 12. Marker to maintain place.
- 13. Braille.
- 14. Communication device.
- 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklets.
- 2. Student's answers will be recorded by proctor or assistant.
- 3. Student will record answers using a machine such as a word processor.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.
SDE APPROVAL ONLY.

504 ACCOMMODATIONS CHECKLIST
Alabama Reading and Mathematics Test⁺ (ARMT⁺)

Revised December 2011

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of one subtest followed by a break of _____ minutes for reading and mathematics.
- 3. With the rest break increased to _____ minutes for science.
- 4. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Templates.
- 5. Abacus for visually impaired students.
- 6. Large-print test booklet with large-print answer document.
- 7. Colored overlay.
- 8. Mathematics subtest read aloud by test administrator.
- 9. Science subtest read aloud by test administrator.
- 10. Marker to maintain place.
- 11. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 12. Secure paper with magnet/tape.
- 13. Braille.
- 14. Communication device.
- 15. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark multiple-choice and gridded answers in test booklet. Open-ended responses must be written in the answer document by the student or recorded by proctor or assistant.
- 2. Student's answers will be recorded by proctor or assistant.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

504 ACCOMMODATIONS CHECKLIST
EXPLORE/PLAN

Revised January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over multiple days. (This accommodation must be provided in a separate setting.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. All tests (English, Mathematics, Reading, and Science) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided.
- 5. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: ___ English ___ Mathematics ___ Reading ___ Science
- 6. UNIACT Inventory read aloud by test administrator (no reader script available).
- 7. Templates.
- 8. Abacus for visually impaired students.
- 9. Large-print test with large-print response worksheet.
- 10. Colored overlay.
- 11. Marker to maintain place.
- 12. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 13. Secure paper with magnet/tape.
- 14. Braille.
- 15. Communication device. **SDE APPROVAL ONLY**
- 16. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

504 ACCOMMODATIONS CHECKLIST
QualityCore End-of-Course Assessments
(2012-2013)

October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two-day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Paper/pencil.
- 7. Computer.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) read aloud by test administrator using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.)
___ Algebra I ___ English 9 ___ English 10 ___ Geometry
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

504 ACCOMMODATIONS CHECKLIST
QualityCore End-of-Course Assessments
(2013-2014)

January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

E. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

F. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Paper/pencil.
- 7. Computer.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions in exact English—interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

G. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.) ___ Algebra I ___ Algebra II ___ Biology ___ Chemistry ___ English 9 ___ English 10 ___ English 11 ___ Geometry ___ U.S. History
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device. **SDE APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

H. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment. **SDE APPROVAL ONLY.**

504 ACCOMMODATIONS CHECKLIST
QualityCore End-of-Course Assessments
(2014-2015 and after)

January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: ____ Year: _____ Subject: _____

E. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

F. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Paper/pencil.
- 7. Computer.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions in exact English—interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

G. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) ___ read aloud by test administrator using reader script provided **or** ___ signed in **exact English only** using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.) ___ Algebra I ___ Algebra II ___ Biology ___ Chemistry ___ English 9 ___ English 10 ___ English 11 ___ English 12 ___ Geometry ___ Physics ___ Pre-Calculus ___ U.S. History
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip or large-diameter soft-lead [No. 2] pencil).
- 9. Braille.
- 10. Communication device. **SDE APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

H. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

504 ACCOMMODATIONS CHECKLIST
ACT Plus Writing

January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: _____ School: _____ Grade: ____ Year: _____

I. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student. **ACT APPROVAL ONLY.**
- 2. With tests administered over multiple days. **ACT APPROVAL ONLY.**
- 3. With additional breaks with standard time. **ACT APPROVAL ONLY.**
- 4. With time limits extended. **ACT APPROVAL ONLY.**
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.
ACT APPROVAL ONLY.

J. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only). **ACT APPROVAL ONLY.**
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually with standard time only.
- 6. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions. Interpreter may not clarify or offer interpretation of items.)
- 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.
ACT APPROVAL ONLY.

K. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment. **ACT APPROVAL ONLY.**
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Read aloud by test administrator or signed in **exact English only.** **ACT APPROVAL ONLY.**
- 5. Templates.
- 6. Abacus for visually impaired students. **ACT APPROVAL ONLY.**
- 7. Large-type test with large-type answer document. **ACT APPROVAL ONLY.**
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead No. 2 pencil).
- 9. Braille. **ACT APPROVAL ONLY.**
- 10. Communication device. **ACT APPROVAL ONLY.**
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.
ACT APPROVAL ONLY.

L. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe). **ACT APPROVAL ONLY.**
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.
ACT APPROVAL ONLY.

The following link to ACT's Alabama State Testing Web site: <http://act.org/aap/alabama/act.html> has been included to connect directly to the application form to be completed and submitted to ACT when seeking approval for an ACT APPROVAL ONLY accommodation as well as to provide additional information regarding the ACT accommodations process.

Note: For accommodations requiring ACT approval, the ACT approval or denial letter must be attached to this form.

APPENDIX C

Participation Documentation and Accommodations Checklists For English Learner Students

EL PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program

Revised January 2013

When completed by the I-ELP Committee, this checklist becomes a part of the student's I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

- 1. Student will participate in the AHSGE. Student is working toward the Alabama High School Diploma.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached AHSGE Accommodations Checklist.)
- 4. Student is an English Learner student in his/her first 12 months of enrollment in a U.S. school(s) and will participate as indicated on the AHSGE Deferral Form for English Learner (EL) Student During His/Her First 12 Months of Enrollment in U.S. Schools. (See attached AHSGE Deferral Form.)

Justification for all decisions made above:

ALABAMA READING AND MATHEMATICS TEST⁺ (ARMT⁺)
(For Spring 2013 ARMT⁺ or assessment to replace ARMT⁺ beginning Spring 2014)

- 1. Student will participate in the ARMT⁺ in reading and mathematics in Grade3, 4, 6, or 8.
- 2. Student will participate in the ARMT⁺ in reading, mathematics, and science in Grade5 or 7.
- 3. No accommodations are required for student to participate.
- 4. Accommodations are required for student to participate. (See attached ARMT⁺ Accommodations Checklist.)
- 5. Student will **not** participate in the reading subtest because student is an EL student in his/her first 12 months of enrollment in a U.S. school(s), but will participate in the mathematics subtest (Grade3-8) and will participate in the science subtest (Grade 5 or 7).

Justification for all decisions made above:

EXPLORE

- 1. Student will participate in the EXPLORE and UNIACT Interest Inventory.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)
- 4. Student will **not** participate in the reading or English subtests because student is an EL student in his/her first 12 months of enrollment in a U.S. school(s), but will participate in the mathematics and science subtests.

Justification for all decisions made above:

PLAN

- 1. Student will participate in the PLAN and UNIACT Interest Inventory.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached EXPLORE/PLAN Accommodations Checklist.)
- 4. Student will **not** participate in the reading or English subtests because student is an EL student in his/her first 12 months of enrollment in a U.S. school(s), but will participate in the mathematics and science subtests.

Justification for all decisions made above:

ASSESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE-TO-STATE FOR ENGLISH LANGUAGE LEARNERS (ACCESS for ELLs)

- 1. Student will participate in ACCESS for ELLs.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ACCESS for ELLs Accommodations Checklist.)
- 4. Student will participate in *Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners* (Alternate ACCESS FOR ELLs.)
- 5. No accommodations are required for student to participate in Alternate ACCESS for ELLs.
- 6. Accommodations are required for student to participate in Alternate ACCESS for ELLs. (See attached Alternate ACCESS for ELLs Accommodations Checklist.)

Justification for all decisions made above:

QUALITYCORE End-of-Course ASSESSMENTS

- 1. Student will participate in the QualityCore end-of-course Assessments.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached QualityCore End-of-Course Assessments Accommodations Checklist.)

Justification for all decisions made above:

ACT Plus Writing

- 1. Student will participate in the ACT Plus Writing assessment.
- 2. No accommodations are required for student to participate.
- 3. Accommodations are required for student to participate. (See attached ACT Plus Writing Accommodations Checklist.)

Justification for all decisions made above:

If the school is chosen to participate in piloting of an assessment or the *National Assessment of Educational Progress (NAEP)*, the student will participate unless the EL Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.

For additional information regarding the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations**, refer to the following link:
https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf.

Alabama High School Graduation Exam (AHSGE)
Deferral Form for English Learner (EL) Student
During His/Her First 12 Months of Enrollment in U.S. Schools

Student Name: _____ System: _____

School: _____ Grade: _____ Year: _____

This EL student is in his/her first 12 months of enrollment in U.S. schools and is required to pass the AHSGE in order to receive an Alabama High School Diploma. Although the student **must** take the mathematics and biology tests of the AHSGE, the following decisions have been made regarding the other AHSGE tests:

Reading:

- _____ The student will participate in the reading test.
- _____ The student will defer the reading test until the first administration of the next school year.

Language:

- _____ The student will participate in the language test.
- _____ The student will defer the language test until the next administration for which the student is eligible.

Social Studies:

- _____ The student will participate in the social studies test.
- _____ The student will defer the social studies test until the next administration for which the student is eligible.

The student, parent/guardian, and EL Committee understand that this deferral is for the specified period **only**. The student must pass all required tests of the AHSGE in order to receive an Alabama High School Diploma.

Signature of Student	Date	Signature of Parent/Guardian	Date
Signature of EL Committee Member	Title		Date
Signature of EL Committee Member	Title		Date
Signature of EL Committee Member	Title		Date

EL ACCOMMODATIONS CHECKLIST
Alabama High School Graduation Exam (AHSGE)

Revised October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Tests will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
- 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Tests will be administered:

- 1. In a small group.
- 2. In the ESL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By student's ESL teacher.
- 6. Using a native language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 7. Individually.
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Tests will be administered with:

- 1. Mathematics subject-area test read aloud in English by test administrator.
- 2. Language subject-area test read aloud in English by test administrator.
- 3. Biology subject-area test read aloud in English by test administrator.
- 4. Social Studies subject-area test read aloud in English by test administrator.
- 5. Environmental equipment (noise buffers or carrel).
- 6. English/native language translation dictionary (word-to-word translation/no definitions).
- 7. English/native language electronic translator (word-to-word translation/no definitions).
- 8. Template.
- 9. Marker to maintain place.
- 10. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklets.
- 2. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

EL ACCOMMODATIONS CHECKLIST
Alabama Reading and Mathematics Test⁺ (ARMT⁺)

Revised October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of one subtest followed by a break of _____ minutes for reading and mathematics.
- 3. With the rest break increased to _____ minutes for science.
- 4. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the EL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By student's EL teacher.
- 6. Individually.
- 7. Using a native language interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions – interpreter may not clarify or offer interpretation of items.)
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Environmental equipment (noise buffers or carrel).
- 2. Mathematics subtest read aloud in English by test administrator.
- 3. Science subtest read aloud in English by test administrator.
- 4. Marker to maintain place.
- 5. English/native language translation dictionary (word-to-word translation/no definitions).
- 6. English/native language electronic translator (word-to-word translation/no definitions).
- 7. Template.
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

D. Recording Accommodations. Test will be administered with the following accommodation(s):

- 1. Student will mark multiple-choice and gridded answers in test booklet. Open-ended responses must be written in the answer document by the student.
- 2. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

EL ACCOMMODATIONS CHECKLIST
EXPLORE/PLAN

Revised October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the EL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By student's EL teacher.
- 6. Individually.
- 7. Using a native language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Environmental equipment (noise buffers or carrel).
- 2. Template.
- 3. Marker to maintain place.
- 2. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

IEP/504 ACCOMMODATIONS CHECKLIST

Revised January 2013

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP/504 Plan and I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team/504 Committee/EL Committee, this checklist becomes part of the student's IEP/504 Plan and I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of one subtest followed by a break of _____ minutes. (Breaks are not permitted within a subtest.)
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student's special education teacher.
- 7. Individually.
- 8. Using an interpreter during time directions are given to the student.
_____ Sign Language Interpreter _____ Native Language Interpreter
(Interpreter may only interpret directions - interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, special acoustics, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Template.
- 5. Large-print test booklet (18-point text).
- 6. Colored overlay.
- 7. Writing subtest read aloud in English by test administrator.
- 8. Marker to maintain place.
- 9. Pencil grip or large-diameter soft-lead (No. 2) pencil.
- 10. Secure paper with magnet or tape.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following recording accommodations:

- 1. Student's answers, **in English**, will be recorded by proctor or assistant.
- 2. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

IEP/504 ACCOMMODATIONS CHECKLIST

January 2013

Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP/504 Plan and I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team/504 Committee/EL Committee, this checklist becomes part of the student's IEP/504 Plan and I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme).
- 3. Extended testing time within the same school day.
- 4. Extended testing sessions over multiple days.
- 5. More breaks as needed by student.
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. By student's special education teacher.
- 5. By school personnel familiar to student.
- 6. Individually.
- 7. Repeat directions.
- 8. Answer orally, point to answer in all domains except Writing and Speaking.
- 9. Using an interpreter during time directions are given to the student.
_____ Sign Language Interpreter _____ Native Language Interpreter
(Interpreter may interpret, clarify, or explain directions in English and/or native language).
- 10. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainer).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, carrel, equipment or technology that student uses for other tests and class work).
- 4. Large-print test booklet (18-point text).
- 5. Writing subtest read aloud in English by test administrator.
- 6. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following recording accommodations:

- 1. Student's answers, **in English**, will be recorded verbatim, including spelling, punctuation, and paragraph breaks by a proctor or assistant.
- 2. With other accommodations needed due to the nature of the disability and the nature of the assessment.

SDE APPROVAL ONLY.

EL ACCOMMODATIONS CHECKLIST
QualityCore End-of-Course Assessments

Revised January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: _____ School: _____ Grade: _____ Year: _____

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two day period. (Stopping a test within a session is not permitted.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the EL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By student's EL teacher.
- 6. Individually.
- 7. Using a native language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions – interpreter may not clarify or offer interpretation of items).
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Environmental equipment (noise buffers or carrel).
- 2. Templates.
- 3. Marker to maintain place.
- 4. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

EL ACCOMMODATIONS CHECKLIST
ACT Plus Writing

January 2013

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: _____ School: _____ Grade: ____ Year: _____

A. Scheduling Accommodations. (Not available for EL students.)

B. Setting/Administration Accommodations. Test will be administered:

- 1. In a small group.
- 2. In the EL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By the student's EL teacher.
- 6. Individually with standard time only.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Environmental equipment (noise buffers or carrel).
- 2. Template.
- 3. Marker to maintain place.

APPENDIX D

Guidance for Accommodations

A List of Do's and Don'ts for Selecting Accommodations

Do get input about accommodations from teachers, parents, and students, and use it to make decisions at the IEP/504 Plan/EL Committee meetings.

Don't make decisions about instructional and state assessment accommodations based on one individual's request.

Do select accommodations that reduce the effect of the disability or the limited-English proficiency.

Don't select accommodations unrelated to documented student learning needs or accommodations that are intended to give students an unfair advantage.

Do make accommodation decisions based on individualized student needs.

Don't make accommodations decisions based on whatever is easiest to do (e.g., small group).

Do refer to state accommodations policies and understand implications of selections.

Don't check every accommodation possible on a checklist simply to be "safe." Students must be eligible for accommodations on state assessments.

Do select instructional and state assessment accommodations based on specific individual needs in each content area.

Don't assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Do be certain to document instructional and state assessment accommodation(s) in the IEP/504 Plan/I-ELP.

Don't use an accommodation that has not been documented in the IEP/504 Plan/I-ELP.

Do be familiar with the types of accommodations that can be used as both instructional and state assessment accommodations.

Don't assume that all instructional accommodations are appropriate for use on state assessments.

Do be specific about the "where, when, who, and how" of providing instructional and state assessment accommodations.

Don't simply indicate an accommodation will be provided "as appropriate" or "as necessary."

Do provide state assessment accommodations that are used regularly in classroom instruction.

Don't provide a state assessment accommodation for the first time on the day of the test.

Do select state assessment accommodations for the appropriate reasons.

Don't provide a state assessment accommodation at the last minute because the student cannot pass the test.

Do evaluate accommodations used by the student.

Don't assume the same accommodations remain appropriate year after year.

Guidelines for Administering Specific Accommodations

This information must be used by the test administrator in providing these accommodations on state assessments. If questions arise regarding the use of accommodations or these guidelines, contact your STC.

Reading Accommodation

Test administrators providing a reading accommodation must ensure that all students understand what is expected of them when receiving a reading accommodation. A reading accommodation should be administered exactly as it is administered in the classroom on classroom tests (e.g., student raises hand to have a word or test item read as needed or the test is read in its entirety). Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. **However, Test Administrators cannot answer questions about specific test items.**

When reading test items aloud, test administrators must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Test administrators should use even inflection so that the student does not receive any cues by the way the information is read. It is important for test administrators to read test items/questions, answer choices, and graphics (tables, charts, graphs, and illustrations) verbatim (word-for-word), exactly as written. Test administrators may not clarify, elaborate, or provide assistance to students. It is recommended that a proctor be used in the setting for a reading accommodation. **At no time may a proctor provide a reading accommodation** or a reading accommodation be recorded.

Sign Language or Native Language Interpreter for Directions

When using either a sign language or native language interpreter during the time oral instruction is given to the student, the interpreter may only interpret the directions for the student. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.

When providing a sign language accommodation, see each specific state assessment accommodations checklist in Appendices A, B, and C.

- Students with disabilities receiving special education services—Appendix A
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf
- Students with disabilities receiving 504 services—Appendix B
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf
- English Learner students—Appendix C
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf

Marking Answers in Test Booklet

Students may mark multiple-choice and gridded answers in the test booklet instead of marking the answers on an answer document. Answers to open-ended responses must be written in the answer document or recorded by a scribe (proctor or assistant). Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student's demographic information.

Dictation to a Scribe (Proctor or Assistant)

Scribes **may** be provided for students with disabilities that significantly impact the area of written expression or that have a physical disability that impedes their motor process or ability to write. Scribes should be impartial and 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. The student must be allowed to review and edit what the scribe has written.

Extended Time

Students who are regularly given extended time on classroom activities, classroom assignments, and classroom tests **may** qualify for a specified amount of extended or additional time on selected state assessments. Extended or additional time varies depending on the particular state assessment. Decisions should be made on a case-by-case basis, keeping in mind all the accommodations being provided and the nature of the assessment. For example, if a read-aloud accommodation or scribe is being used, extended time may not be necessary. Usually “unlimited” time is not appropriate or feasible. See each specific state assessment accommodations checklist in Appendices A, B, and C to determine if extended time is allowable for a specific assessment.

- Students with disabilities receiving special education services—Appendix A
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf
- Students with disabilities receiving 504 services—Appendix B
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf
- English Learner students—Appendix C
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf

Large Print

Students who regularly use large-print materials in the classroom may qualify for large-print materials on state assessments. The use of a large-print answer document for students testing with a large-print test booklet is required on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student’s demographic information. See each specific state assessment accommodations checklist in Appendices A, B, and C to determine if large-print materials are available and if the use of a large-print answer document is required.

- Students with disabilities receiving special education services—Appendix A
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_A_IEP_Electronic_Forms.pdf
- Students with disabilities receiving 504 services—Appendix B
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_B_504_Electronic_Forms.pdf
- English Learner students—Appendix C
https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_C_EL_Electronic_Forms.pdf

Braille

Students who regularly use braille materials in the classroom qualify for braille materials on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student's demographic information. See each specific state assessment accommodations checklist in Appendices A, B, and C to determine if braille materials are available.

Templates

Templates are used by students to aid in reading or writing. A template is not a graphic organizer. Templates are the size of an index card or larger with a "cut out" area to allow the student to see or write one word, multiple words, or a line of print at a time. The template may also be used on the answer document to aid the student in gridding one answer choice for each test question. The template is moved down the page or answer document as the student reads, writes, or works.

Administered by a Specific Teacher

There are situations where it is appropriate for the IEP Team/504 Committee/EL Committee to specify a teacher to serve as the student's test administrator. Care, however, should be given in selecting this accommodation. There are situations where it is impossible to provide this accommodation (e.g., when the decision for an individual administration by the student's special education teacher has been selected for five different students in the same teacher's classroom).

Assistive Technology/Communication Device

The use of Assistive Technology/Communication Device must be appropriate so that it does not invalidate a state assessment or supplant the skill that the state assessment is designed to measure. Extreme caution must be taken to ensure that when using any type of Assistive Technology/Communication Device the cognition is performed entirely by the student unless the device is allowed on a state assessment. (e.g., the use of a calculator). SDE Approval is required for all communication devices prior to the student taking a state assessment.

With Other Accommodations Needed Due to the Nature of the Disability or the Level of Language Proficiency

The accommodations checklists in Appendices A, B, and C, although not exhaustive, have been provided to identify approved accommodations available to students for use on state assessments. In the event that an accommodation used during instruction and on classroom tests is requested for use on a state assessment, and the accommodation is not listed on the accommodations checklist, the accommodation may be requested by using selecting the "With other accommodations needed due to the nature of the disability and the nature of the assessment".

When this accommodation is selected, the LEA completes the "Form Requesting Testing Accommodations Needing SDE Approval". The form is completed in its entirety and submitted by the STC to the SDE no later than four weeks prior to the assessment to be administered. Additional documentation (prior practice documentation in the IEP/504 Plan/I-ELP, proof of prior practice in the classroom on a regular basis, and proof of success of the accommodation) must be provided. The form can be found in Appendix E or by referring to the following link:

https://docs.alsde.edu/documents/91/Special_Populations_Manual_Appendix_E_Requesting_SDE_Approval_Form.pdf.

APPENDIX E

Form Requesting Testing Accommodations
Needing Alabama State Department of Education Approval

Form Requesting Testing Accommodations Needing SDE Approval

Student Information: (Please print clearly.)

Student Name: _____

Date of Birth: _____

State Student Identification Number: _____

Grade: _____

School: _____

School System: _____

Check all that apply:

Individualized Education Program (IEP) 504 Plan Individual English Language Plan (I-ELP)

Exceptionality(s): _____

Assessment: (Check only one.)

Alabama Alternate Assessment (AAA)

ACCESS for ELLs

Alternate ACCESS for ELLs

Alabama High School Graduation Exam (AHSGE)

Alabama Reading and Mathematics Test⁺ (ARMT⁺)
(Assessment to replace ARMT⁺ spring 2014)

EXPLORE

PLAN

End-of-Course Tests: (Check only one.)

Algebra I **Algebra II**

Biology **Chemistry**

English 9 **English 10**

English 11 **English 12**

Geometry **Physics**

Pre-Calculus **U.S. History**

Reason for Request: _____

Accommodation Requested: _____

Length of Prior Practice in Instructional Program and on Classroom Tests: _____

Justification: _____

IEP Team/504 Committee/EL Committee Representative: _____ Date: _____

System Special Education/504/ESL Coordinator: _____ Date: _____

System Test Coordinator: _____ Date: _____

Additional information required for consideration:

1. **Prior practice documented in the IEP/504 Plan/I-ELP**
2. **Proof of prior practice in the classroom on a regular basis**
3. **Proof of success of requested accommodation**

For additional information regarding the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations**, click on the following link to access the manual:

https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf.

APPENDIX F

Test Security Policy
Confidentiality Statement

TEST SECURITY POLICY

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code (290-040-020-.04)*, the *Student Assessment Handbook*, and the test administrator's manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. To alter student responses on answer documents.
5. To alter the test procedures stated in the test administrator's manuals.
6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
7. To have in one's personal possession secure test materials except during specified testing dates.
8. To allow students to view or practice secure test items before or after the scheduled testing times.
9. To make or have in one's possession answer keys for secure tests.
10. To leave secure test materials in nonsecure locations and/or unattended by professional staff.
11. To fail to report a test security violation.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

NAME

POSITION

DATE

**Security and Confidentiality Statement
for the Administering and Reporting
of Student Data on the Web site**

The Alabama Department of Education provides educational data through the World Wide Web system as it relates to student assessment. This data system contains confidential information about students including test scores and other personal information. This system is password protected and requires a user ID and an assigned password for access. The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, system, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA).

An official as defined in the law is a person employed by the state, system, or school such as an administrator, supervisor, system test coordinator, building test coordinator, or principal. It is a requirement that this person be a full-time employee and has a legitimate educational interest. This person has a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted a password to this system must abide by FERPA law. Disclosure of passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action.

For more information on FERPA, see the U.S. Department of Education's Web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

I hereby certify that I will maintain the confidentiality of student data accessed through this data system, and I will not share the password with unauthorized individuals.

If I leave the position that allowed me access to this data system, I will neither access nor disclose any data previously accessed through this system. To do so would be in violation of federal law and state directives.

Name (Typed or Printed)

System

Signature

School

Position/Title

Date

APPENDIX G

Temporary Medical Emergency Form

Temporary Medical Emergency Form

The Temporary Medical Emergency Form (TMEF) is to be used for students who have incurred a medical emergency such as an injured/broken appendage or an injury to the eye, and require a **recording accommodation** in order to participate in the Alabama Student Assessment Program.

When selecting a recording accommodation, reference the *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* manual, Appendix B (Participation Documentation and Accommodations Checklists for Students Receiving 504 Services). Review section D (Recording Accommodations) for the assessment being administered and choose the appropriate accommodation for the student.

Please note: For the ACT Plus Writing, ACT approval is required for the use of a scribe to record answers. The following link to ACT’s Alabama State Testing Web site: <http://act.org/aap/alabama/act.html> has been included to connect you directly to the application form to be completed and submitted to ACT when seeking approval for the use of a scribe. Please note that a copy of the physician’s documentation must be submitted to ACT.

Student Name: _____ Grade: _____

School: _____ System: _____

Description of Injury: _____

Assessment: _____ Recording accommodation: _____

Assessment: _____ Recording accommodation: _____

Assessment: _____ Recording accommodation: _____

Parent/Guardian Signature: _____ Date: _____

Local Education Agency (LEA) Signature: _____ Date: _____

- ❖ A copy of the physician’s documentation must be attached to this form.
- ❖ Give a copy of the TMEF to the parent/guardian. Keep the original on file at the school for the remainder of the school year.
- ❖ For other accommodations needed due to the nature of the injury contact Student Assessment at 334-242-8038.

For additional information regarding the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations**:
https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf.

