

ACCOMMODATIONS DETERMINATION FORM

(KAR 703 5:070 Inclusion of Special Populations in the State Required Assessment and Accountability Program)

Student Name: _____

School: _____

Date: _____

Directions: At each Admission and Release Committee (ARC) meeting that an Individual Educational Program (IEP) is drafted or revised, members must consider which accommodations, if any, are appropriate. Check the boxes below to document the ARC's decisions. Use supporting evidence for all decisions. **NOTE: The accommodations are to be provided in accordance with the limitations set forth by the testing vendor.**

Accommodations must meet the following conditions:	
<input type="checkbox"/> Meets all conditions <input type="checkbox"/> Does not meet conditions	<input type="checkbox"/> The accommodation is considered a temporary strategy and shall be faded as appropriate and as the student gains the skills necessary for an independent level of academic performance. Explain ARC's plan for fading the accommodations:
	<input type="checkbox"/> The accommodations do not impact the content validity being measured.
	<input type="checkbox"/> The accommodations are age-appropriate and are clearly in the student's education plan.
	<input type="checkbox"/> Accommodations are for the purpose of students accessing the general education curriculum. Accommodations allow students to demonstrate what they know and are able to do independently. Accommodations shall in no way lead the student to the correct answer.
	<input type="checkbox"/> The accommodations are based on the individual needs of the student and not on a disability category.
	<input type="checkbox"/> Accommodations do not substitute for high-quality instructional practices.
	<input type="checkbox"/> Evaluation information or ongoing progress data supports the need for accommodations in the specified area of need.
	<input type="checkbox"/> Accommodations are part of the student's ongoing instructional program and are not introduced immediately prior to the state-required assessments. Caution is used prior to making education plan changes related to accommodations near or within the state-required assessment window.
	<input type="checkbox"/> The use of technology if feasible was considered before adult accommodation (e.g., reader, interpreter or scribe). A shortage of workstations, software, physical space or training shall not be used as a reason for failing to provide assistive technology as an accommodation. Explain ARC decision if adult accommodation was selected instead of technology:
	<input type="checkbox"/> Test administrators and the student will be informed of all student accommodations, prior to the state-required assessment, to ensure student needs are met.
	<input type="checkbox"/> Changes in the administration of the assessment or recording of student responses are consistent with the instructional strategies, assistive technology devices and services identified on the student's education plan. The selection of the accommodations is based on data analysis that supports the need for and effectiveness of the specific accommodation.

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<p>Use of Assistive Technology</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>An assistive technology device is any item, piece of equipment or product system, whether acquired commercially, off-the-shelf, modified or customized, that is used to increase or improve functional capabilities of individuals with disabilities.</p> <hr/> <p>Additional Requirements:</p> <p><input type="checkbox"/> The ARC has considered under what conditions a student will use the technology on a routine basis during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for technology.</p> <hr/> <p>Check those that apply:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> amplification equipment <input type="checkbox"/> noise buffers <input type="checkbox"/> magnifying device <input type="checkbox"/> non-calibrated ruler or template <input type="checkbox"/> communication board or device <input type="checkbox"/> word processor <input type="checkbox"/> computer/laptop <input type="checkbox"/> talking calculator <input type="checkbox"/> speech-to-text software or device <input type="checkbox"/> other _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> text-to-speech software or device <input type="checkbox"/> close-captioned or video materials <input type="checkbox"/> audio file of state-required assessment <input type="checkbox"/> Cranmer Abacus <input type="checkbox"/> FM Trainer <input type="checkbox"/> electronic dictionary <input type="checkbox"/> Refresher Braille <input type="checkbox"/> signing avatar <input type="checkbox"/> word prediction </td> </tr> </table> <hr/> <p>Supporting Evidence (including verified disability which results in need for assistive technology AND reasons assistive technology was selected):</p>	<input type="checkbox"/> amplification equipment <input type="checkbox"/> noise buffers <input type="checkbox"/> magnifying device <input type="checkbox"/> non-calibrated ruler or template <input type="checkbox"/> communication board or device <input type="checkbox"/> word processor <input type="checkbox"/> computer/laptop <input type="checkbox"/> talking calculator <input type="checkbox"/> speech-to-text software or device <input type="checkbox"/> other _____	<input type="checkbox"/> text-to-speech software or device <input type="checkbox"/> close-captioned or video materials <input type="checkbox"/> audio file of state-required assessment <input type="checkbox"/> Cranmer Abacus <input type="checkbox"/> FM Trainer <input type="checkbox"/> electronic dictionary <input type="checkbox"/> Refresher Braille <input type="checkbox"/> signing avatar <input type="checkbox"/> word prediction
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<p>Manipulatives</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> The ARC has considered under what conditions a student will use manipulatives during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for manipulatives.</p> <hr/> <p>Specify manipulatives to be used:</p> <hr/> <p>Supporting Evidence (verified disability which results in need for hands-on materials for learning and demonstrating learning AND the reasons manipulatives were selected as an accommodation):</p>		

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<p>Reader</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>A reader shall:</p> <ul style="list-style-type: none"> ▪ read the directions, prompts, situations, passages and stories as written (all parts of the assessment) ▪ not use or provide additional information or directions that may lead the student to specific information needed to answer the question ▪ re-read the directions, prompts, situations and passages only if specifically requested by the student ▪ not point out parts of the task, questions or parts of the text skipped by the student ▪ read individual words or abbreviations that are mispronounced by text or screen readers, if specifically requested by the student 		
	<p>Additional Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of a reader is not solely dependent upon the student's grade level performance or the student's cognitive ability. <input type="checkbox"/> Documentation confirms that, over time with intervention and high-quality instruction, the student continues to be unable to access the reading assessment without the use of a reader. <input type="checkbox"/> The use of a reader is not a replacement for reading instruction or assistive technology. <input type="checkbox"/> Instruction related to reading performance is not replaced by accommodations. <input type="checkbox"/> The ARC considered under what conditions on a routine basis during instruction the student will use a reader or special materials as checked below. <input type="checkbox"/> Evaluation information and progress data support the need for a reader. 		
	<p>Check those that apply:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> audio technology <input type="checkbox"/> assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> large print <input type="checkbox"/> human reader </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> for all printed material <input type="checkbox"/> when reading content material written on age-appropriate grade level <input type="checkbox"/> when reading content material written above the student's independent reading level <input type="checkbox"/> when receiving direct instruction in the acquisition of reading skills and strategies <input type="checkbox"/> when reading under time constraints </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> audio technology <input type="checkbox"/> assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> large print <input type="checkbox"/> human reader 	<ul style="list-style-type: none"> <input type="checkbox"/> for all printed material <input type="checkbox"/> when reading content material written on age-appropriate grade level <input type="checkbox"/> when reading content material written above the student's independent reading level <input type="checkbox"/> when receiving direct instruction in the acquisition of reading skills and strategies <input type="checkbox"/> when reading under time constraints
<ul style="list-style-type: none"> <input type="checkbox"/> audio technology <input type="checkbox"/> assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> large print <input type="checkbox"/> human reader 	<ul style="list-style-type: none"> <input type="checkbox"/> for all printed material <input type="checkbox"/> when reading content material written on age-appropriate grade level <input type="checkbox"/> when reading content material written above the student's independent reading level <input type="checkbox"/> when receiving direct instruction in the acquisition of reading skills and strategies <input type="checkbox"/> when reading under time constraints 		
	<p>Supporting Evidence (including verified disability which significantly impacts area of reading AND reasons a reader was selected as an accommodation):</p> 		

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<p>Scribe</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>The use of a scribe during the state-required assessment shall be limited to the following conditions:</p> <ul style="list-style-type: none"> • a student has a verified disability as documented in the IEP that impacts written expression to a degree that the student’s performance is significantly and consistently below the level of same age peers • a student is unable to translate thoughts into written language and is not able to print, use cursive techniques or use technology • a student is able to translate thoughts into written language but is not able to print, use cursive techniques or use technology <p>A scribe shall:</p> <ul style="list-style-type: none"> • record what the student dictates word-for-word • format, capitalize and punctuate the student’s writing as directed by the student • give the written product to the student to edit or revise • not alter, edit or revise a student’s own ideas, revisions or edits <p>Interpreters who are also scribes shall follow the policies on scribing. Interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content.</p>
<p>Additional Requirements:</p> <p><input type="checkbox"/> The scribe is not used as a replacement for writing instruction or assistive technology.</p> <p><input type="checkbox"/> The ARC has documented the disability’s impact on writing.</p> <p><input type="checkbox"/> The ARC considered under what conditions on a routine basis during instruction the student will use a scribe or supplementary aids as checked below.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for a scribe.</p>	
<p>Check those that apply:</p> <p><input type="checkbox"/> assistive technology</p> <p><input type="checkbox"/> audio recorder</p> <p><input type="checkbox"/> communication board</p> <p><input type="checkbox"/> note-taker</p> <p><input type="checkbox"/> Braille writer</p> <p><input type="checkbox"/> human scribe</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • for prewriting activities while brainstorming ideas as directed by the student • when instruction and classroom assessments in the content area require a written response • when instruction, classroom assessments or both involve a time constraint
<p>Supporting Evidence (verified disability which significantly impacts basic writing skills or impedes motor process of writing AND the reasons a scribe was selected as an accommodation):</p> 	

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<p>Calculator</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>The use of a calculator is allowed on all sections of the state-required assessment, including those sections labeled NON-CALCULATOR. <i>NOTE: The accommodations should be provided in accordance with the limitations set forth by the testing vendor.</i></p> <hr/> <p>Additional Requirements:</p> <p><input type="checkbox"/> The ARC has documented the disability’s impact on mathematics calculation/reasoning.</p> <p><input type="checkbox"/> The ARC considered under what conditions the student will use a calculator on a routine basis during instruction.</p> <p><input type="checkbox"/> The evaluation information and progress data support the need for a calculator.</p> <p><input type="checkbox"/> The calculator is not used as a replacement for mathematics instruction or assistive technology.</p> <hr/> <p>Supporting Evidence (verified disability which results in difficulty understanding and remembering reading material, oral and written questions and oral communication AND the reasons a calculator was selected as an accommodation):</p>
<p>Paraphrasing</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Paraphrasing during the state-required assessment shall be limited to the following:</p> <ul style="list-style-type: none"> • breaking directions into parts or segments • using similar words or phrases in directions • repeating or rephrasing directions <p>Paraphrasing shall not include defining words or concepts, teaching vocabulary or telling a student what to do first, second, etc. Reading passages and content passages may not be paraphrased as that would impact content validity.</p> <hr/> <p>Additional Requirement:</p> <p><input type="checkbox"/> Paraphrasing shall not be used as a replacement for reading, listening or oral communication instruction.</p> <p><input type="checkbox"/> The ARC considered under what conditions a student will need paraphrasing on a routine basis during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for paraphrasing.</p> <hr/> <p>Supporting Evidence (verified disability which results in difficulty understanding and remembering reading material, oral and written questions and oral communication AND the reasons paraphrasing was selected as an accommodation):</p>

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<p>Extended Time</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>The use of extended time on the state-required assessment shall be utilized as long as the student is demonstrating on-task efforts, which allow the student to make constructive progress on completing his or her assessment responses.</p> <hr/> <p>Additional Requirements:</p> <p><input type="checkbox"/> The ARC considered under what conditions a student will need extended time during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for extended time.</p> <hr/> <p>The ARC determined the extended time will be at the rate of:</p> <p><input type="checkbox"/> Time-and-a-half <input type="checkbox"/> Double-time</p> <hr/> <p>Supporting Evidence (verified disability which results in need for extra time to complete assignments AND the reasons why extended time was selected as an accommodation):</p>
<p>Reinforcement and Behavior Modification Strategies</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> The ARC has considered under what conditions a student will need reinforcement and behavior modification strategies on a routine basis during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for reinforcement and behavior modification strategies.</p> <hr/> <p>Check those that apply:</p> <p><input type="checkbox"/> verbal, tangible or tactile reinforcements for being on-task</p> <p><input type="checkbox"/> use of technology to focus attention or reduce stress</p> <p><input type="checkbox"/> testing in a separate location outside the classroom</p> <hr/> <p>Supporting Evidence (verified disability which results in need for reinforcement and behavior modification strategies AND the reasons why reinforcement and behavior modification strategies were selected as an accommodation):</p>

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<p>Interpreters for a Student with Deafness or Hearing Impairment</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> The interpreter is not used as a replacement for assistive technology.</p> <p><input type="checkbox"/> The student has a verified disability in the area of hearing to the degree that the student's development of language (i.e., receptive and expressive) is significantly impacted.</p> <p><input type="checkbox"/> The student uses sign language as the normal mode of communication due to his or her disability.</p> <p><input type="checkbox"/> The ARC has considered under what conditions a student will need an interpreter on a routine basis during instruction.</p> <p><input type="checkbox"/> Evaluation information and progress data support the need for an interpreter.</p> <hr/> <p>During state-required assessments the interpreter shall not:</p> <ul style="list-style-type: none">• indicate correct answers to test items• define words for the student• provide content• teach vocabulary or concepts• in any way lead the student to the correct answer <p>Interpreters who are also scribes shall follow the policies on scribing outlined in this document. Interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content.</p> <hr/> <p>Supporting Evidence (verified disability which results in need for an interpreter AND the reasons why an interpreter was selected as an accommodation):</p>
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