

## Appendix D: Accommodations

The testing accommodations most frequently provided to students with IEPs or Section 504 plans and accommodations sometimes provided to ELL students are described below. Accommodations vary by test level and mode of administration; refer to the *Directions for Administration* or the *Directions for Online Administration* for specific information about accommodations.

**Note:** Accommodations listed below apply to all modes of administration unless otherwise indicated.

Accommodation	Description
<b>Read Aloud</b>	<p>Students with reading disabilities may need to have parts of tests or some complete tests read to them so their disabilities do not interfere with the measurement of their achievement. Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means. There are other exceptions that vary by level; see the <i>Directions for Administration</i> for details. Test administrators should read all or part of other tests aloud when the student's IEP specifies this as an accommodation.</p> <p><b>Online testing with audio</b>            Online testing with audio includes instructions and sample items, or the portions of an assessment that otherwise would be read aloud by a test proctor. The audio available for online testing is not the same as a "read aloud" accommodation. Even with the audio, a student may still require a proctor to read aloud test-item stems and response choices as specified in that student's IEP.</p>
<b>Tested Off Level</b>	<p>Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5 is the lowest available level.) For example, a lower-level test may align better with some students' learning opportunities and experiences than the on-level test for their grade.</p>
<b>Assistance with the Answer Document</b>	<p>An assistant or proctor may record a student's answers in the test booklet or answer document if the student is unable to do so because of physical impairment.</p>
<b>Assistance with the Online Test</b>	<p>An assistant or proctor may record a student's answers in the online test if the student is unable to do so because of physical impairment.</p>
<b>Repeated Directions</b>	<p>Directions may be read aloud as many times as is necessary to ensure that students understand what they are supposed to do. There are exceptions, which vary by level; see the <i>Directions for Administration</i> for details. In addition, a test administrator who is fluent in the signing or cueing methods used by the student may need to repeat directions or certain portions of the test administration to clarify procedures for the student.</p> <p><b>Online testing with audio</b>            Levels 5–8 and the Level 9 Word Analysis and Listening tests, students may play the directions as many times as necessary to ensure they understand what they are supposed to do.</p>
<b>Extended Time</b>	<p>Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who use magnifiers, have attention disorders, or need help with word identification or reading are examples. Guidance from the student's IEP should be followed when extended time is needed.</p>
<b>Separate Location</b>	<p>A separate room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.</p>

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## Accommodations, *continued*

Accommodation	Description
<b>Test Administered by ELL Teacher or Individual Providing Language Services</b>	This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.
<b>Provision of English/Native Language Word-to-Word Dictionary</b>	Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student's teacher and depends on whether such glossaries are routinely used by the student during classroom assessments.
<b>Large-Print Edition</b>	Students with visual impairments may benefit from the use of a large-print version of the test.
<b>Other</b>	Accommodations noted in a student's IEP but not included in this list may be used. However, they should be used only if doing so will not alter the nature of the achievement the test is intended to measure.