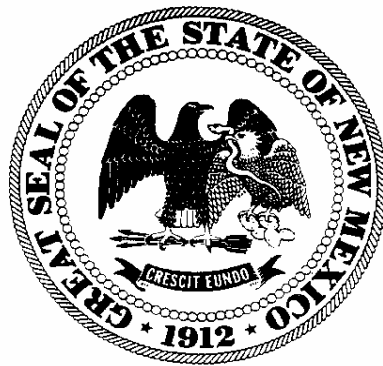


2008-2009
Accommodations Guidance Manual



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
ASSESSMENT AND ACCOUNTABILITY DIVISION

TESTING ACCOMMODATIONS

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TESTING ACCOMMODATIONS

Adaptations, Accommodations, and Modifications

The PED distinguishes between adaptations of a standardized test administration, accommodations, and modifications.

- **Adaptations of Standardized Test Administration** are changes in assessment procedures, such as setting/environment or scheduling/timing, that are considered to be standard administration procedures. These changes simply provide the student with the assistance he or she needs to complete a standardized administration of the test. Adaptations **do not** have to be documented for any content area, and **should not** be bubbled as accommodations on the biogrid of the student's test booklet (grade 3) or the answer document (grades 4-8 plus 11). However, IEP teams, student assistance teams, or other education teams should continue to include documentation of required adaptations in the student's educational plan to help ensure that they are provided during the assessment.
- **Accommodations** are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. It "levels the playing field" but does not provide an unfair advantage. The intent of an assessment is to describe all students' true levels of achievement with the greatest accuracy. The PED offers an array of **allowable accommodations** designed to provide students with the opportunity to appropriately demonstrate their knowledge and skills.
- **Modifications** are changes to the testing conditions, procedures, and/or formatting so that measurement of the intended construct is no longer valid. **The use of modifications is prohibited in the NMSAP.**

Who Will Decide Which Students Will Require Accommodations?

The educational team, including the teacher who is primarily responsible for delivering instruction in the content area being assessed, determines which accommodations a student may require. There must be **written documentation** that each accommodation is used in daily instruction for a reasonable time period prior to the test window in order for students to be comfortable in using the accommodation prior to the administration of the test. Students with IEPs should be provided with the allowable accommodations listed on their IEPs. Students with a 504 Plan should be provided with the allowable accommodations listed in their 504 Accommodations Plans. If the student has an IEP, the IEP team, comprised of the general educator, special educator (for students with specific learning disabilities), specialist, parents, and student (when appropriate), should make the decision. For ELL students, the decision about appropriate accommodations should be made by the Student Assistance Team (SAT) or the Language Assistance Team (LAT). Other examples of written documentation include written notes in a teacher's lesson plan book or the student's permanent file. Please note that accommodations should be shared with teachers working with the student as well as the student's parents/guardians.

All students are eligible for the **allowable accommodations** listed in the tables that follow (with proper documentation that is reviewed and approved by an official school team i.e., IEP, 504, SAT, CST, LAT, etc.). However, it is important to emphasize that the student should have received the same accommodation for instruction and assessment in the content area for a reasonable time period prior to the test administration. There must also be **written documentation** that each accommodation is used in daily instruction for a reasonable time period prior to the test window in order for students to use the allowable accommodation in the SBA. Using an accommodation during assessment that is not used during instruction may be detrimental to the student's performance on the assessment. **Accommodations are determined on an individual student basis; therefore, an accommodation is not an acceptable practice for an entire class or group.**

Criteria for Selecting Accommodations in the SBA

1. **Accommodations should have been documented and used during instruction in that content area within a reasonable time period prior to the assessment so the student is familiar with them.** As accommodations are identified as appropriate during instruction, they should be added to a student's IEP, 504 Plan, Student Assistance Team (SAT), Language Assistance Team LAT, or Child Study Team (CST) documentation, or other teacher-developed plan that guides student instruction.
2. Accommodations guidance is content-area specific. Therefore, only those accommodations the student requires for the specific content area being assessed may be selected.
3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student but may actually have the opposite effect.
4. A student may be allowed more than one accommodation. For example, a student who requires a Braille version may also need to have directions read to him/her, as well as use a scribe.
5. A student with Limited English Proficiency is entitled to the same instructional and assessment accommodations as his or her English-speaking peers. For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment.

Students Who Recently Moved into the District or Sustained an Injury that Requires an Accommodation

If a student moves into the district just prior to the assessment and no documentation is available on allowable accommodations that had been used in instruction, the student's former school should be contacted for all relevant documentation (e.g., IEP). If no documentation can be obtained, the student and his/her parent/guardian should be consulted regarding any accommodations the student has received during instruction over the past three months. The student will then be eligible for any standard accommodations he/she has received in instruction three months prior to the assessment window. Documentation of the accommodation listed by the parents/guardians and student should be kept on file.

In the case where a student sustains an injury just prior to or during the assessment, such as breaking an arm, the student may be provided with accommodations that will make the assessment more accessible. The accommodation(s) used must be documented on the biogrid of the student's test booklet (grade 3) or answer document (grades 4-8 plus 11).

Students with Medical Emergency

A new Test Completion Code (#4) has been added to the Box 6. This is not an accommodation. This code is to be used for students who are enrolled and cannot take the test due to a serious medical emergency. Approval from the Assistant Secretary of Assessment and Accountability is required. The required forms are in the 2009 Assessment Procedures Manual. This new code provides flexibility regarding the participation rate for a school.

Students Who Have Been Receiving Accommodations during Instruction that Are not Listed as Approved Accommodations

There may be some instances where a student has been receiving an accommodation during instruction that is not available as an allowable accommodation in the SBA. Some examples are reading the reading assessment, spelling words during the writing assessment, or providing multiplication tables for the math SBA. If the requested accommodation is determined to affect the validity or comparability of assessment results or is identified as a modification that is not approved through the PED, the team has two options. The student may test with or without the allowable accommodations. If the team does decide that the student must have the **prohibited modification**, the student will be assigned a "no score" for the purposes of state, district, and school test reports and school assessment reports. The "no score" will have a negative impact on the school and district participation results.

How Will Accommodations Be Documented and Reported?

The biogrid on the test booklet (grade 3) or answer document (grades 4 and above) of students using accommodations should be coded to reflect the type of **allowable accommodations** provided (using codes 1-24), and the student may then use that accommodation during the assessment administration. Scores of students who test using approved accommodations will be included in all test reporting. There is no scoring penalty for administering the assessments in the NMSAP using approved accommodations.

If the assessment is administered with a prohibited modification, the SBA test booklet (grade 3) or answer document (grades 4 and above) must be coded on the biogrid, under the test completion status section as using a **non-allowed modification**. Assessments taken using a non-standard administration will be invalidated. The student will be counted as a non-participant in the determination of the school's participation rate and as a "no score" in the school's performance results.

Note: Accommodation Code #25 will not be used this year. It is a placeholder for future use.

**Adaptations that DO NOT Need to be Documented
On the Biogrid for any Content Area
(Available to all Students)**

Timing/Scheduling	Setting/Environment
<ul style="list-style-type: none"> • Administering the test at a time that is most beneficial to the student • Allowing stretch breaks for groups or for individual students as needed that do not provide the opportunity for students to study or share information • Allowing students to use the bathroom during the assessment if necessary • Scheduling of sessions to include more breaks, as long as students do not have the opportunity to study or share information • Scheduling more time between sessions. Any session must be completed within a single day. The entire assessment must be completed within the testing window • Scheduling of sessions in a different order, except for the writing assessment. The drafting of the extended response in grades 4-8 and 11 must be completed before the editing task, and the two sessions must occur within the same week 	<ul style="list-style-type: none"> • Location appropriate to the testing needs of students • Grouping students: whole classroom, small groups, and individual administration • Administration of the assessment with or without accommodations by qualified individuals other than the student's usual teacher(s) (Students may not have the assessment administered to them by a relative) • Preferential seating (e.g., in front of classroom) • Administration in a study carrel
Presentation	Response
<ul style="list-style-type: none"> • Use of devices normally used by students for kinesthetic assistance (e.g., pencil grips) • Use of devices normally used by students for visual assistance (e.g., colored overlays) • Rereading the test directions in the DFA to all students when requested by any student (Note that this does not permit reading the test directions aloud for individual students) • Use of place markers to maintain place 	<ul style="list-style-type: none"> • Spelling words to students who request it, with the exception of the writing assessment where points are earned for spelling • Allowing students to mark responses in the test booklet (grade 3) or answer document (grades 4 and above) • Allowing students to mark responses on large-print answer documents • Using place markers to maintain place for responding • Using approved calculator in grades 8 and 11 (SBA) and on relevant sessions of NMHSCE

Allowable Accommodations for Reading that MUST be Documented on the Biogrid

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer documents (grades 4 and above)
02	Standard 18-20 point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed-response items
09	Signing of the <u>directions only</u> for the reading assessments	05	Use of a scribe to translate a student's oral responses from a language other than English into the test booklet (grade 3) or answer document (grades 4 and above)
11	Paraphrasing the <u>directions only</u>	06	Use of signing or pointing to alternative responses (for multiple-choice items only)
15	Reading aloud or tape recording of the <u>directions only</u> for the reading assessment	18	Use of assistive technology restricted to: 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Braille 7) closed circuit TV 8) low vision devices, such as magnifiers 9) amplification equipment, such as FM systems Voice output must be disabled during the reading assessments. If the communication device produces a typed response, the response must be transcribed into a test booklet (grade 3) or answer document (grades 4 and above) for scoring exactly as it is written
16	Reading aloud of the <u>directions only</u> in English for the reading assessments	21	Record responses on audio tape
17	Reading aloud or translation into the student's native language of the <u>directions only</u> for the reading assessments	24	PED-approved accommodation not otherwise listed
22	Use of a word-to-word translation dictionary or word list (with no definitions)	25	No accommodation assigned yet. Only a placeholder.

Allowable Accommodations for Writing that MUST be Documented on the Biogrid

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer document (grades 4 and above)
02	Standard 18-20 point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed response items
07	Signing of test directions, stimulus material, test items, and/or answer choices	05	Use of a scribe to translate a student's oral response from a language other than English into the grade 3 test booklet or answer document (grades 4 and above)
08	Signing of the entire assessment, including word problems	06	Use of signing or pointing as alternative responses (for multiple-choice items only)
10	Use of communication devices (e.g., text-talk converter) to read test items	19	Use of assistive technology restricted to: <ol style="list-style-type: none"> 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Brailers 7) closed circuit TV 8) low vision devices, such as magnifiers 9) amplification equipment, such as FM systems Spell-checking and grammar-checking must be disabled during the writing assessment. If the communication device produces a typed response, the response must be transcribed into a test booklet (grade 3) or answer document (grades 4 and above) for scoring exactly as it is written
11	Paraphrasing the directions only	21	Record responses on audio tape
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices	24	PED-approved accommodation not otherwise listed
13	Tape recording of test directions, stimulus material, test items, and/or answer choices	25	No accommodation assigned yet. Only a placeholder.
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices		
22	Use of a word-to-word translation dictionary or word list (with no definitions)		

**Allowable Accommodations for Math, Science, and Social Studies that
MUST Be Documented on the Biogrid**

Code	Presentation	Code	Response
01	Braille version of the assessment	03	Use of scribe to write oral responses or fill in bubbles in test booklet
02	Standard 18-point large-print version of the assessment	04	Use of a scribe to write oral responses to constructed-response items
08	Signing of the entire assessment, including word problems	05	Use of a scribe to translate a student's oral responses from a language other than English into grade 3 test booklet or answer document (grades 4 and above)
10	Use of communication devices (e.g., text talk converter) to read test items	06	Use of signing or pointing as alternative responses (for multiple choice items only)
11	Paraphrasing the <u>directions only</u>	20	Use of assistive technology restricted to 1) augmentative communication devices 2) computers 3) word predictor programs 4) personal portable keyboards 5) communication boards 6) Brailers 7) closed circuit TV 8) low vision devices 9) amplification equipment, such as FM systems If the communication device produces a typed response, the response must be transcribed into a grade 3 test booklet or answer document (grades 4 and above) for scoring exactly as it is written
12	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices	21	Record responses on audio tape
13	Tape recording of test directions, stimulus material, test items, and/or answer choices	24	PED-approved accommodation not otherwise listed
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices in English	25	No accommodation assigned yet. Only a placeholder.
22	Use of a word-to-word translation dictionary or word list (with no definitions)		
23	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans		

Prohibited Modifications

ALL CONTENT AREAS	
Presentation	Response
<ul style="list-style-type: none"> • Paraphrase stimulus material, test items, and/or answer choices • Restate the question with more appropriate vocabulary or define unknown vocabulary in question • Clarification of English words 	<ul style="list-style-type: none"> • Use of a dictionary to look up words
READING	
Presentation	Response
<ul style="list-style-type: none"> • Reading aloud or tape recording of stimulus material, test items, and/or answer choices • Signing of stimulus material, test items, and/or answer choices • Use of communication devices (e.g., text talk converter) to read stimulus material, test items, and/or answer choices • Reading aloud of stimulus material, test items, and/or answer choices in English • Reading aloud in the student's native language or translation of stimulus material, test items, and/or answer choices 	<ul style="list-style-type: none"> • Use of assistive technology in which voice output has not been disabled
WRITING	
Presentation	Response
	<ul style="list-style-type: none"> • Use of a spell-checker • Use of assistive technology in which spell-checking and grammar-checking capabilities have not been disabled
MATH	
Presentation	Response
<ul style="list-style-type: none"> • Use of arithmetic tables 	<ul style="list-style-type: none"> • Sharing calculators in the same session • Sharing calculators that have not been cleared from session to session • Using calculators in Grades 3-7 SBAs • Using calculators with QWERTY keyboards,; attached electronic pens; printing attachments; ability to communicate with other devices; distracting sound effects; raised screens, and attached cords • Using calculators in prohibited sessions (NMHSCE)

Large Print and Braille Tests

Large print is primarily an accommodation used by students with visual impairments. However, there may be students who have been using large print materials during their daily instruction that will benefit from having access to a large print SBA grade 3 test booklet or answer document for grades 4 and above. A standard 18-point font test is available for these students when ordered through the testing contractors.

Braille tests, however, are only for use by students who are blind/visually impaired. Braille test booklets are available for students when ordered through the testing contractors.

Answer Documents for Large Print and Braille Tests

Students who use a large print and/or Braille test format may record answers directly on the adapted format copy of the test, may use a scribe, or use other techniques for response as designated in the student's IEP. **On completion of testing, the student's test responses must be transferred into a regular print grade 3 test booklet or answer document (grades 4 and above). When the student has used Braille as a response format, the transfer of this information into the regular print test booklet or answer document should be completed by an appropriate professional, such as a teacher certified in the area of visual disabilities or a district Brailleist.**

Returning Completed Tests

All transcribed test booklets (grade 3) or answer documents (grades 4 and above), along with the original Braille and standard large print tests, should be returned to the testing contractor with your other SBA test materials.

Scribing

Scribing is an accommodation for students unable to fill in and/or write answers directly in the grade 3 test booklet or answer document (grades 4 and above). In addition, all other criteria for the use of accommodations (e.g., use in instruction for a reasonable time period) must also be met before scribing may be used as an accommodation on the SBA. Please note that only the student and the scribe may be in a room during testing.

During administration, the student must read the test directions, test items, and response options himself/herself unless the student is also receiving the oral presentation accommodation. The following directions describe the procedures for marking or writing answers in the grade 3 test booklet or answer document (grades 4 and above) by content area.

Scribing Rules for Reading, Math, Science, and Social Studies

- For multiple-choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed-response items, the student must dictate his or her response to the scribe, who will then write the student's response in the grade 3 test booklet or in the answer document (grades 4 and above). Once the student has dictated his or her response, the scribe will show the student what has been written in the test booklet or on the answer document. The student may then choose to tell the scribe to make any changes the student feels are necessary. For English

Language Learners (ELLs), the scribe may translate the student's oral responses from the student's native language into English.

Please note: Accommodation # 5 requires that the school document a list of the students that have received this accommodation and a list of scribes that have translated the students' responses. The school may also document the translator's credentials if available.

Scribing Rules for Writing

- For multiple-choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed response items, the student must dictate his/her response to the scribe, who will then write the student's response in the grade 3 test booklet or the answer document (grades 4 and above) as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his/her response, the scribe will show the student what has been written in the grade 3 test booklet or the answer document (grades 4 and above) and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to tell the scribe to make any other changes that the student feels are necessary (even if they are incorrect changes). The scribe may erase and insert the student's corrections. For ELLs, the scribe may **NOT** translate the student's oral responses from the student's native language into English on the writing assessment.

If a scribe is used, the bubble for Response must be filled in "Y" in the accommodations section of the biogrid on the grade 3 test booklet or answer document (grades 4 and above).

Transcribing

Transcribing is **not** an accommodation. Transcribing occurs after the administration of a test when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print, or typed pages) or the original grade 3 test booklet or answer document (grade 4 and above) of a student is unreadable (e.g., pages are severely torn). In an unused grade 3 test booklet or answer document (grades 4 and above), the transcriber must copy the student's marks or responses to constructed response items exactly, including all errors in grammar, mechanics, and spelling. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Test Coordinator. Please note that all test materials, including the damaged grade 3 test booklets or answer documents (grades 4 and above), Braille, large print test booklets or answer documents, and typed student responses must be returned to the STC for return to the DTC.

Translation

Translation is an accommodation for ELLs who are not yet proficient in English and where a test in their native language(s) is not available or appropriate. In addition, all other criteria for the use of accommodations (e.g., use in instruction for a reasonable time period) must also be met before translation may be used as an accommodation.

There are two varieties of translation. They may be used independently or jointly depending upon the needs of the individual student.

Oral Translation

Oral translation is an oral presentation of the test in the student's native language. The only difference between an oral translation and an oral presentation is the language of the presentation. Please see the last spring's guidance memo at the end of this manual.

Scribed Translation

Scribed translation involves either the scribing in English of oral responses in a language other than English or the translation of written responses in a language other than English from one grade 3 test booklet or answer document (grades 4 and above) into English into another grade 3 test booklet or answer document (grades 4 and above). The translating scribe must follow the guidelines listed previously for scribing and transcription, respectively, depending upon which type of scribed translation is necessary.

Please Note: Translation accommodations #5, #12, #17 require the school to maintain a list on file of the students that have received translation accommodations and also to keep a list on file of the translators. The school may wish to document the translator's credentials for their own records. Please see last spring's guidance memo at the end of this document.

PARTICIPATION OF STUDENTS WITH IEPS

All students with IEPs must participate in the New Mexico Standards Based Assessment in one of three ways:

- A student with an IEP who does not require instructional and/or testing accommodations may participate in the standard administration of the general assessment (with or without adaptations).
- A student with an IEP who requires both instructional and testing accommodations may participate in the standard administration of the general assessment with allowable accommodations.
- A student with a significant cognitive disability who is unable to participate in the standard administration of the general assessment, even with allowable accommodations, may participate in the state's alternate assessments based on alternate achievement standards, provided that s/he meets the participation criteria established by the PED.

The Individualized Education Plan (IEP) team is responsible for determining which option is most appropriate for each student. Keep in mind that the IEP team determines how the student will participate; it does not determine whether the student will participate. This decision should be made after both careful consideration of the student's unique needs and of the specific test or tests that the student is required to take at his or her grade level. There must be a clear understanding among all IEP members of how the student will participate in the assessment program. The team members must also discuss potential consequences that may arise as a result of their decision(s), and ensure that parents are aware of these potential consequences.

This team is also responsible for identifying specific accommodations that are required in the classroom for a reasonable time period prior to test administration, if relevant. If a student requires testing accommodations, they must be documented in the IEP.

The PED's Special Education Bureau (SEB) strongly recommends that IEP teams make the decision as to which option is most appropriate for students with IEPs well before the actual testing window. As mentioned previously, the PED expects accommodations to have been implemented for a reasonable time period in the classroom. This enables the student, his or her teachers, and other staff, if necessary, time to adequately prepare for the test's administration and provide necessary accommodations in instructional settings. Students benefit not just from receiving necessary accommodations, but also by acclimating to the use of the accommodation so that the testing situation is not novel.

Determining Appropriate Accommodations—Some Important Considerations for IEP Teams

As mentioned previously, the student's IEP team makes the decision as to the specific accommodations, if any; a student will receive during the administration of state-mandated assessments. It is not a unilateral decision made by one individual. It is important that those involved in the decision-making process during the IEP meeting have a clear understanding of the student's needs as well as the specific assessments that the student is required to take. Accommodations selected for assessment must have instructional relevance and be connected to a specific skill deficit. The IEP team should also be able to explain how the skill deficit impacts a student's ability to demonstrate his or her level of mastery of the content areas measured by the particular assessment. This prior knowledge of the student and the test will enable the IEP team to make sound decisions as to what accommodations, if any, the student requires for participation in state and district-wide assessments. This decision must be accurately documented in the student's IEP.

The SEB recommends that the team address and document answers to the following questions when developing the IEP:

1. What is the student's grade?
2. What assessments are administered at that grade (school, district, state)?
3. What content areas are assessed on the respective assessments?
4. What skill deficit does the student exhibit that would require accommodation in each content area assessed?
5. What accommodations are necessary?
6. Do the accommodations have instructional relevance?
7. Will the student have a reasonable time period to use the accommodation in the classroom prior to testing?
8. Is the accommodation selected allowable for the NMSAP (see the accommodations section of this manual)?
9. If the change is not allowable in the NMSAP and is considered a modification, has the team discussed the potential consequences (invalidation of subtest)?
10. Do the parents understand the potential consequences of the assessment option selected?

IEP teams should be aware of the guidance provided by the PED on our website in order to assist them in making decisions regarding the selection and implementation of accommodations for students with IEPs. The *How to Choose and Use Accommodations for Students with Disabilities* technical assistance manual is a great resource for IEP

teams in New Mexico. The manual is supported by a professional development guide and a PowerPoint presentation which allows districts and schools to conduct similar trainings using the trainer-of-trainers model. The manual is updated to reflect the most current guidance available. This version is available on the SEB website at: <http://www.ped.state.nm.us/seo/assessment/index.htm>.

Please contact Mona Martin, Education Administrator at (505) 827-6577 if you have accommodations questions for students with IEPs that are not addressed by this manual.

Choosing Appropriate Accommodations	
DO make accommodation decisions based on individualized need.	DON'T make accommodations decisions based on whatever is “easiest” to do (e.g., preferential seating.)
DO make sure to document instructional and assessment accommodations on the IEP.	DON'T use an accommodation that has not been documented on an IEP.
DO be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	DON'T assume that all <i>instructional</i> accommodations can be used for assessment.
DO be specific about the “Where, When, Who, and How” accommodations will be provided.	DON'T just indicate that an accommodation will be provided “as appropriate” or “as necessary”.
DO refer to state-approved accommodations and understand implications of selections.	DON'T check every accommodation possible on a checklist just to be “safe”.

Choosing Appropriate Accommodations (continued)	
DO evaluate whether instruction and assessment accommodations are used by the student.	DON'T assume that the same accommodations should remain appropriate year after year.
DO get input about accommodations from administrators, general educators, parents, and students, and use to make decisions at IEP meetings.	DON'T make decisions about instructional and assessment accommodations alone.
DO provide accommodations for assessments that are routinely used for classroom instruction.	DON'T provide an assessment accommodation for the first time on the day of the test.
DO mediate the effect of the disability to access instruction and demonstrate learning.	DON'T assume that certain accommodations are appropriate for every student.
DO understand that the provision of accommodations has a direct impact on instructional expectations	DON'T select accommodations that are unrelated to documented student learning needs, or are intended to give students an unfair advantage.

Documenting Accommodations in the IEP and on the Student Biogrid

The decision as to how a student with a disability takes a statewide assessment must be clearly documented within the IEP document itself. The IEP team cannot simply agree verbally as to how the student will participate in the state and district-wide assessments. Documentation must be in place so that the student's TA knows exactly how to proceed with administering the assessment to the student. If the IEP team determines that the student will take the statewide assessment with accommodations, the IEP team must document the specific accommodations, using the appropriate code if necessary, that the student will receive. Or, if a student's IEP team determines that he or she does not require accommodations in order to take the statewide assessment, the IEP team must document its decision within the IEP.

If the student's IEP indicates that he or she will participate in the general assessment with specific accommodations, then the biogrid on the student grade 3 test booklet or answer document (grades 4 and above) must be coded to reflect the type of accommodation(s) provided (01-24). The IEP must not contradict the test materials with regard to whether the student received testing accommodations and which type(s) of accommodations were employed. Local educational agencies are also expected to monitor and document the implementation of accommodations for students with IEPs in a formal manner. The PED has implemented an accommodations audit process to ensure compliance with this expectation.

Appendix A
PROCEDURES FOR SBA ACCOMMODATIONS #17, #12, #13, #14

January 23, 2008

MEMORANDUM

TO: District Test Coordinators, Test Coordinators of Charter, State Supported, and BIE Schools

FROM: Carlos Martínez, Assistant Secretary, Assessment and Accountability

SUBJECT: SPRING 2008 PROCEDURES FOR SBA ACCOMMODATIONS #17, #12, #13 and #14

At the recent District Test Coordinators (DTC) trainings, PED Assessment and Evaluation staff informed participants that two PED allowable accommodations (#17 and #12) may need to be suspended for Spring 2008 SBA testing. This was due to concerns expressed by the United States Education Department (ED) following a recent visit that existing state translation practices could result in non-standard administrations. ED charged the PED to put procedures in place guaranteeing that translations being done locally were standardized and of consistent accuracy and quality.

1. For the Spring 2008 Assessment, the following are allowable accommodations involving translations:
 - # 17 “Reading aloud or translation into the student’s native language of the **directions only** for the Reading assessment.”
 - # 12 “Reading aloud in the student’s native language or translation of test directions, stimulus material, test items, and/or answer choices.”
2. The portions of accommodations #13 and #14 that refer to reading the entire assessment will only be permitted if specified in the student’s IEP.

The following guidelines for Spring 2008 SBA testing are effective immediately:

1. For students whose IEP or Student Assistance Team/Language Assistance Team (SAT/LAT) accommodation recommendations specifies either accommodation #17 or #12, the IEP or SAT/LAT requirement will be honored.
2. For students who do not have an IEP, yet who have normally been provided one of these accommodations (translation of directions and/or test content) in the classroom setting on a regular basis, accommodations #17 or #12 can be used.

School and district staff must adhere to the following procedures if using accommodations #17 or #12:

1. The classroom teacher will compile a list of students who have received translation to native languages as part of their normal classroom practice during the school year.

2. These lists must be provided to the principal and School Test Coordinator (STC), with a copy to the DTC, **2 weeks prior to the beginning of the test window (February 11, 2008)**.
3. The lists will not need to be sent to PED at this time; however, the STC must keep them on file at the school, available for PED review during any forthcoming audit.
4. In addition, the principal (and STC) will keep on file a list of the translators used at each grade level during the 2008 SBA testing window. A translator's name on this list indicates that person is competent in the native language.

PED will post forms to the Assessment and Evaluation webpage for each of the above processes by January 25, 2008 along with specific instructions for completion. The purpose of these measures is to be able to demonstrate alignment between accommodations in assessment and instruction in the event the resulting data are ever challenged. Use of these procedures in Spring 2008 will prevent these accommodations from being considered testing irregularities.

CM/AB/df

cc: Dr. Veronica García, Secretary of Education
Dr. Catherine Cross Maple, Deputy Cabinet Secretary, Learning and Accountability
Dr. Tom Dauphinee, Deputy Director, Assessment and Accountability
Public School Superintendents
Directors of Charter Schools
Directors of Instruction

Appendix B
Allowable Accommodations for SBA and NMELPA

Allowable Accommodations for **SBA READING, WRITING, MATH, SCIENCE & SOCIAL STUDIES** That Must Be Documented

Please **circle** the accommodation code(s) that applies to the referred student.

Student Name	Student ID	Grade	NMELPA	Spanish LAS	Program	M/DD/YR Referred	Teacher	School

Code	PRESENTATION	Reading	Writing	Math/Sci/ Soc	Code	RESPONSE	Reading	Writing	Math/Sci/ Soc
01	Braille version of the assessment	YES	YES	YES	03	Use of a scribe to write <u>oral</u> responses or fill in <u>bubbles</u> in test book	YES	YES	YES
02	Standard 18-point large-print version of the assessment	YES	YES	YES	04	Use of a scribe to write <u>oral</u> responses to <u>constructed-response</u> items	YES	YES	YES
07	Signing of test directions, stimulus material, test items, and/or answer choices	NA	YES	NA	05	Use of a scribe to <u>translate</u> a student's oral responses from a language other than English into the test book or answer document	YES	YES	YES
08	Signing of the entire assessment, including word problems	NA	YES	YES	06	Use of <u>signing</u> or <u>pointing</u> as alternative responses (for multiple choice items only)	YES	YES	YES
09	Signing of the <u>directions only</u> for the reading assessments	YES	NA	NA	18	Use of assistive technology restricted to: (1) augmentative communication devices, (2) computers, (3) Word predictor programs, (4) personal portable keyboards, (5) communication Boards, (6) Braille, (7) Close Circuit TV, (8) low vision devices, such as magnifiers, (9) amplification equipment, such as FM systems. <i>Voice output must be disabled during the reading assessments. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring exactly as it is written.</i>	YES	NA	NA
10	Use of communicative devices (e.g., text-talk converter) to read test items	NA	YES	YES					
11	Paraphrasing the <u>directions only</u>	YES	YES	NA					
12	Reading aloud in the student's native language or translation of test directions, stimulus material, questions, and/or answer choices	NA	YES	YES	19	Use of assistive technology restricted to: (1) augmentative communication devices, (2) computers, (3) Word predictor programs, (4) personal portable keyboards, (5) communication Boards, (6) Braille, (7) Close Circuit TV, (8) low vision devices, such as magnifiers, (9) amplification equipment, such as FM systems. <i>Spell checking and grammar checking must be disabled during the writing assessment. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring exactly as it is written.</i>	NA	YES	NA
13	Tape recording of test directions, stimulus materials, questions, and/or answer choices	NA	YES	YES					
14	Reading aloud of test directions, stimulus materials, questions, and/or answer choices	NA	YES	YES					
15	Reading aloud or tape recording of the <u>directions only</u> for the reading assessment	YES	NA	NA	20	Use of assistive technology restricted to: (1) augmentative communication devices, (2) computers, (3) Word predictor programs, (4) personal portable keyboards, (5) communication Boards, (6) Braille, (7) Close Circuit TV, (8) low vision devices, such as magnifiers, (9) amplification equipment, such as FM systems. <i>If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring exactly as it is written.</i>	NA	NA	YES
16	Reading aloud of the <u>directions only</u> in English for the reading assessment	YES	NA	NA					
17	Reading aloud or translation in the student's native language of the <u>directions only</u> for the reading assessments	YES	NA	NA					
22	Use of a <u>word-to-word</u> translation dictionary or <u>word list</u> (with no definition)	YES	YES	YES	21	Record responses on <u>audio</u> tape	YES	YES	YES
23	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans.	NA	NA	YES	24	NMPED-approved accommodation not otherwise listed	YES	YES	YES

Student Assistant Team:

Allowable Accommodations for **New Mexico English Language Proficiency Assessment** That Must Be Documented for Students with **DISABILITIES**

Please **circle** the accommodation code(s) that applies to the referred student.

(Changes to time and setting are adaptations that are allowed for all students; however, if breaks are allowed between sessions of subtests, repeat directions before restarting.)

Student Name	Student ID	Grade	NMELPA	Spanish LAS	Program	M/DD/YR Referred	Teacher	School

Grid	Accommodations Description	Listening	Prereading or Reading	Writing Convention	Pre Writing &/or Writing	Speaking
02	Standard 18-20 point large-print version of the assessment	YES	YES	YES	YES	YES
03	Use of scribe to write oral responses or fill in bubbles on answer documents	YES	YES	YES	YES	YES
04	Use of a scribe to write oral responses to constructed response items	YES	YES	YES	YES	YES
06	Use of signing or pointing to alternative responses (for multiple choice items only)	YES	YES	YES	YES	NA
07	Signing of test directions, stimulus material, test items, and/or answer choices	NA	NA	YES	YES	YES
08	Signing of the entire assessment, including word problems	NA	NA	YES	YES	YES
09	Signing of the directions only for the reading assessments	NA	YES	NA	NA	NA
10	Use of communication devices (e.g., text-talk converter) to read test items	YES	NA	YES	YES	YES
11	Paraphrasing the directions only	YES	YES	YES	YES	YES
13	Tape recording of test directions, stimulus material, test items, and/or answer choices	YES	NA	YES	YES	YES
14	Reading aloud of test directions, stimulus material, test items, and/or answer choices	YES	NA	YES	YES	YES
15	Reading aloud or tape recording of the directions only for the reading assessment	NA	YES	NA	NA	NA
16	Reading aloud of the directions only in English for the reading assessment	NA	YES	NA	NA	NA
18	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards ; 6) Brailers; 7) Closed Circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. Voice output must be disabled during the <u>reading</u> assessments. If the communication device produces a typed response, the response must be transcribed onto an answer document exactly as it is written.	NA	YES	NA	NA	NA
19	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards ; 6) Brailers; 7) Closed Circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. Spell checking and grammar checking must be disabled during the <u>writing</u> assessment. If the communication device produces a typed response, the response, the response must be transcribed into a scannable test booklet or answer document for scoring exactly as it is written	NA	NA	YES	YES	NA
20	Use of assistive technology restricted to: 1) augmentative communication devices; 2) computers; 3) word predictor programs; 4) personal portable keyboards; 5) communication boards ; 6) Brailers; 7) Closed Circuit TV; 8) low vision devices, such as magnifiers; 9) amplification equipment, such as FM systems. If the communication device produces a typed response, the response must be transcribed into a scannable test booklet or answer document for scoring exactly as it is written	YES	NA	NA	NA	YES
21	Record responses on audio tape	YES	YES	YES	YES	YES
24	NMPED-approved accommodations not otherwise listed	YES	YES	YES	YES	YES

Student Assistant Team:

ALLOWABLE NMELPA ACCOMMODATIONS

Listening	Prereading and Reading	Writing Conventions	Prewriting and Writing	Speaking
02	02	02	02	02
03	03	03	03	03
04	04	04	04	04
06	06	06	06	07
10	09	07	07	08
11	11	08	08	10
13	15	10	10	11
14	16	11	11	13
20	18	13	13	14
21	21	14	14	19
24	24	19	19	21
		21	21	24
		24	24	

