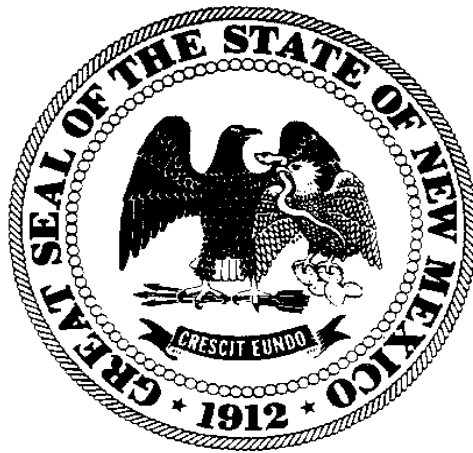


2009-2010
Accommodations Guidance Manual



Assessment and Evaluation Bureau
New Mexico Public Education Department

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 & 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are changes to the testing conditions, procedures, and/or formatting so that measurement of the intended construct is no longer valid.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 use the allowable accommodation in the SBA. 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), the ELL Team or the Language Assessment 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.

NOTE: The main accommodation for Spanish speaking ELL students is the Spanish Standards Based Assessment (allowable for the first 3 years in US public schools).

All students are eligible for the **allowable accommodations** listed in the tables that follow (with justifiable and official documentation). 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 for 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) 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 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 consistently received during instruction in the past. The student will then be eligible for any standard accommodations he/she has consistently received in instruction for a reasonable time period 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).

Note: *If a student cannot be tested due to severe injuries, use the Medical Emergency Form and the corresponding Test Completion Code #4. This requires PED approval.*

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 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.

**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. 	<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"> • 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) 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 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)		

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		
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		
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 Spelling words for students. 	<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.

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.

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.

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. Federal laws require that **all** students be assessed with the SBA or the Alternate Assessment (NMAPA). 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 consistently 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 amount of time 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?
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>.

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 (See the Accommodations Verification Form). The PED has implemented an accommodations audit process to ensure compliance with this expectation.

Please note: Due to federal requirements, staff from the Assessment and Evaluation will conduct unannounced monitoring visits to schools during the 2009-2010 SBA assessment window.