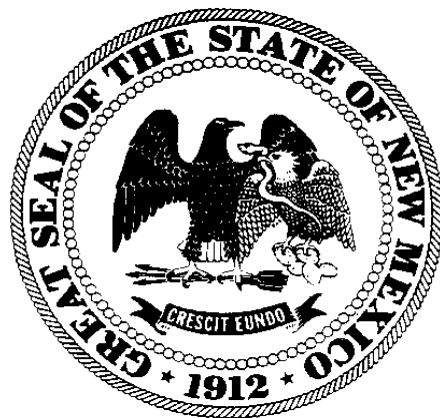


# Student Assessment Accommodations Guidebook

DRAFT



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## Preface

### **Purpose of the Guidebook**

The *Student Assessment Accommodations Guidebook* provides information to district and school staff, including Individualized Education Program (IEP) teams, Student Assistance Teams (SAT), ELL Teams or Language Assessment Teams (LAT); and Test Coordinators and Test Administrators in selecting, administering, monitoring and evaluating the use of accommodations in instruction and assessment. The information in this guidebook is applicable to **all students** requiring assessment accommodations, including general education students, students receiving special education services, students with 504 plans, and English Language Learners (ELLs). School and district personnel should become thoroughly familiar with the content of this guidebook to ensure that students receive appropriate and effective accommodations during testing.

### **Key Changes in Accommodation Policy and Procedures in 2010-2011**

A number of important policy changes are presented in this edition of the Accommodations Guidebook, including:

1. Separate section on accommodations for English Language Learners.
2. xxx
3. Policy Changes
4. Form Changes
5. Procedural Changes

### **New Accommodations Guidance Resources**

List new tables, lists, decision trees, etc.

### **Acknowledgements**

The PED recognizes the invaluable contributions of the ELL Accommodations Taskforce, a statewide panel of bilingual education directors and the SWD Accommodations Taskforce, a statewide panel of special education directors for reviewing and substantially revising New Mexico's assessment accommodations policy. The members of New Mexico's Technical Assistance Committee provided The PED expresses special appreciation to Dr. Charlene Rivera for recommending *the Guide for Refining State Assessment Policies and Accommodating English Language Learners* and to Dr. Jamal Abedi for

recommending state-of-the-art research resources, many of which he or Dr. Rivera authored.

[LIST MEMBERS OF THE TASKFORCES; NAME, POSITION, SCHOOL DISTRICT]

# The New Mexico Statewide Assessment Program

Provide overview of the assessments and accommodations that apply to them. Also refer to the Procedures Manual for details

**[ROBERT COMPLETE THIS SECTION?]** The **Texas Assessment of Knowledge and Skills (TAKS)** measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS includes a form called **TAKS (Accommodated)** for students receiving special education services who meet the eligibility criteria for specific accommodations. This is a general assessment based on the same grade-level academic achievement standards as TAKS. The TAKS (Accommodated) form includes format changes (larger font, fewer items per page) and contains no embedded field-test items. TAKS (Accommodated) is administered in the same grades and subjects as TAKS, including all retest opportunities. TAKS, including TAKS (Accommodated), is administered in English for **[PREFER TABLES SHOWING CONTENT AREAS AND GRADE LEVELS THROUGHOUT THIS SECTION]**

Grades 3–9 reading  
Grades 3–10 and exit level mathematics  
Grades 4 and 7 writing  
Grade 10 and exit level English language arts (ELA)  
Grades 5, 8, 10, and exit level science  
Grades 8, 10, and exit level social studies  
TAKS, including TAKS (Accommodated), is administered in Spanish for  
Grades 3–6 reading  
Grades 3–6 mathematics  
Grade 4 writing  
Grade 5 science

• **TAKS–Modified (TAKS–M)** is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M. Each test covers the same grade-level content as TAKS, but TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is administered at the same grades and subjects as TAKS, with Student Success Initiative (SSI) retest opportunities offered beginning in spring 2009. Students who take TAKS–M are still eligible to receive the benefits of SSI such as accelerated instruction and remediation as appropriate. However, retest opportunities for grade 11 will not be available for TAKS–M.

According to federal regulations, students who take TAKS–M are not held to the same graduation requirements as students who take TAKS. “[B]ecause of these students’ disabilities, their IEP Teams [ARD committees] are reasonably certain they will not achieve grade-level proficiency within the year covered by their IEPs.” 72 Fed. Reg. 17749 (April 9, 2007)

• **TAKS–Alternate (TAKS–Alt)** is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements. TAKS–Alt is

not a traditional paper or multiple-choice test. Instead, it involves teachers observing students as they complete state-developed assessment tasks that link to the grade-level TEKS curriculum. Teachers then evaluate student performance based on the dimensions of the TAKS–Alt rubric and submit results through an online instrument. TAKS–Alt is administered at the same grades and subjects as TAKS. However, SSI and grade 11 retests are not applicable to this population of students or this form of assessment.

• **Linguistically accommodated testing (LAT)** is an assessment process for recent

immigrant English language learners (ELLs) who are granted a limited English proficiency (LEP) exemption from TAKS under state law but are required to be assessed in certain grades and subjects under the federal No Child Left Behind Act (NCLB). LAT administrations are available for

Grades 3–8 reading and grade 10 ELA

Grades 3–8 and 10 mathematics

Grades 5, 8, and 10 science

LAT administrations are available for LEP-exempt recent immigrant ELLs served by special education for whom TAKS, including TAKS (Accommodated), and TAKS–M are appropriate. Spanish-version LAT forms are available for TAKS, including TAKS (Accommodated), in grades 3–6 but are not available for TAKS–M.

- The **Texas English Language Proficiency Assessment System (TELPAS)** assesses the progress that ELLs make in learning the English language. TELPAS is composed of holistically rated assessments and multiple-choice assessments. The TELPAS holistically rated assessments are based on student observations and written student work. These assessments are administered for

Grades K–1 listening, speaking, writing, and reading

Grades 2–12 listening, speaking, and writing

The TELPAS multiple-choice reading assessments for grades 2–12 will be administered as an online testing program beginning in spring 2009.

**[INCLUDE INFORMATION ON ACCOMMODATIONS FOR SCAS AND DIBELS].**

# Laws and Regulations on Inclusion in Student Assessments

[SEEK INPUT FROM DR HERERRA-GURULE, DENISE KOSCIELNIAK, AND ROBERT ROMERO] REVISE FOR CURRENT FEDERAL LAW AND FOR NEW MEXICO STATUTE AND RULES.

## General Overview

The Texas Student Assessment Program is designed to reflect the rigor of the Texas Essential Knowledge and Skills (TEKS) curriculum and meet federal and state requirements for holding schools accountable for helping students achieve grade-level academic content standards. The Texas state assessments must fulfill requirements of the No Child Left Behind Act of 2001 (NCLB),

the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Texas Education Code (TEC).

This manual provides guidance to school districts in accommodating the special needs of students

during instruction and testing. When appropriate accommodations are provided in instruction, students are more successful in learning. When students are provided appropriate accommodations

during assessments, their test results will be more valid and reliable indicators of what they know and can do.

## Federal Requirements

### No Child Left Behind Act of 2001 (NCLB) Should be ESEA

Stronger public accountability is one of the basic education reform principles contained in NCLB. Beginning in 2007–2008, NCLB requires the participation of all public school students in the following assessments:

- reading/language arts and mathematics for all students in grades 3–8 and at least one grade in high school; and
- science in at least one grade in each of three grade spans (3–5, 6–9, and 10–12).

These assessments form the basis of the federal accountability system. Federal accountability is defined in terms of Adequate Yearly Progress (AYP), a way to measure the achievement of academic standards for all students and student demographic groups. Campuses, districts, and states are held accountable for achieving academic standards on an annual basis through public reporting and ultimately through consequences if AYP measures are not met.

Federal regulations require all students, including those receiving special education services, to be

assessed on grade-level curriculum (34 CFR, Parts 200 and 300). To this end, NCLB explicitly calls

for “reasonable adaptations and accommodations for students with disabilities (as defined under Section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards” [Sec. 1111 (b) (3) (C) (ix) (II)].

English language learners are required to be assessed in a valid and reliable manner and provided

reasonable accommodations on assessments required by NCLB, “including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such

students know and can do in academic content areas” [Sec. 1111 (b) (3) (C) (ix) (III)].

## **Individuals with Disabilities Education Improvement Act of 2004 (IDEA)**

IDEA specifically governs services for students served by special education and provides federal funding to states and school districts for this purpose. Those who are eligible must be provided an individualized education program (IEP) developed to meet their unique needs.

IDEA strengthens accountability for the education of students with disabilities by requiring their participation in state- and district-wide assessments, with appropriate accommodations when necessary. Included in the IEP is a statement of any accommodations required to measure the academic achievement and functional performance of the student on such assessments. If the IEP

team determines that the child should take an alternate assessment, it must produce a statement indicating why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent

as other students.

## **State Requirements**

Section 39.023 of the Texas Education Code (TEC) mandates that TEA develop and administer criterion-referenced assessments to students enrolled in grades 3–11, including students receiving

special education services, students with dyslexia or a related disorder, and students with limited English proficiency. These assessments must be appropriate measures of achievement and must allow students receiving special education services to have necessary and appropriate accommodations.

Administrative rules for the assessment program authorized under the TEC appear in the Texas Administrative Code (TAC). 19 TAC, Section 101.29 governs the use of accommodations in testing,

which are permitted for any student unless their use would invalidate the test. Decisions about accommodations need to take into consideration the needs of the student and the accommodations

the student routinely receives in classroom instruction and testing.

## **The Law as It Relates to Specific Student Populations**

### **Students Receiving Special Education Services**

Legislation in recent years has increased accountability by requiring the inclusion of students with disabilities, which includes students receiving special education services under IDEA. All students must have equal access to grade-level content. Teachers can ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students, including the use of accommodations during instruction and assessment.

To accomplish the goal of equal access for students with disabilities, ARD committee members should be familiar with the grade-level content standards and assessment requirements. In addition, general and special educators must collaborate on the most appropriate and effective ways to provide students with access to grade-level content. Most students with disabilities can achieve grade-level academic content standards when they receive

- instruction from teachers who are highly qualified to teach in the content areas addressed by state standards and know how to differentiate instruction for diverse learners;

- specialized instruction within the framework of an IEP; and
- appropriate accommodations to help them access grade-level content.

## **General Education Students, Including Students Receiving Services Through Section 504**

Students have varied learning strengths and needs. In order for each student to meet his or her academic potential, educators often provide differentiated instruction that addresses the learning style of each student within the parameters of the grade-level TEKS. This includes providing differentiated instruction for general education students, including those receiving services through Section 504.

Accommodations may be used to enhance the way instruction or materials are presented to a student or to provide different ways for a student to respond to instruction or materials without changing the content being addressed. The decision to use a specific accommodation with a student should

- be made on an individual basis, taking into consideration the needs of the student,
- be used routinely in classroom instruction and testing,
- be effective and appropriate as evidenced by grades and observations, and
- maintain the rigor of grade-level curriculum.

## **English Language Learners**

The Texas English Language Proficiency Standards (ELPS) approved by the State Board of Education in December 2008 require school districts to linguistically accommodate the instruction of English language learners (ELLs). The ELPS are contained in the Texas Administrative Code, Chapter 74. Curriculum Requirements, Subchapter A. Required Curriculum. Specifically, Section 74.4 (b) (2) requires that school districts “provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.”

There are some differences in state and federal legislation regarding provisions for the participation of recent immigrant ELLs in state assessments.

Texas state law authorizes school districts to exempt unschooled recent immigrant students from the state’s academic content assessments for up to three school years, if necessary, in accordance

with Texas Administrative Code procedures delineated in the manual titled *LPAC Decision-Making*

*Process for the Texas Assessment Program.*

Under NCLB, recent immigrant students are generally not permitted to be exempt from federally required academic content assessments. An exception is made for newly arrived immigrants in their first year in the U.S. Federal regulations allow a state to authorize an exemption for such students from the grades 3–8 and 10 academic content assessment in reading and instead use the

state’s English language proficiency assessment in reading for AYP purposes during the student’s

first year in the U.S. Additionally, the reading and mathematics test results of first-year immigrants are required to be used only in AYP participation calculations and not in AYP performance calculations.

Because of the differing federal and state exemption provisions, the state of Texas has implemented a linguistically accommodated testing (LAT) process in mathematics, science, and language arts for students in AYP grades who are eligible for a limited English proficiency (LEP) exemption under Texas law. LAT administrations enable Texas schools to fulfill federal testing requirements. LEP-exempt students who take LAT administrations are eligible to receive certain

types of linguistic accommodations that align with accommodations used during instruction. LAT administrations provide for a more valid and reliable assessment of what these students know and can do in federally required academic content assessments. In addition to academic content assessments, NCLB requires ELLs to take annual English language proficiency assessments in the areas of listening, speaking, reading, and writing. The Texas English Language Proficiency Assessment System (TELPAS) for ELLs in kindergarten through grade 12 has been developed to fulfill this federal requirement. It is important to note that neither LEP exemptions nor linguistic accommodations are permitted for these assessments, as they are designed specifically to measure the English language proficiency level of the students.

### **English Language Learners Served by Special Education**

English language learners who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. It is also important for ARD committees and LPACs to collaborate on the assessment needs of these students. As such, state regulations under 19 TAC Section 101.1009 (b) require the two committees to work in conjunction to make assessment decisions for ELLs receiving special education services, both in terms of appropriate participation in assessments and appropriate use of accommodations during testing. ARD committees and LPACs should keep in mind that LEP-exempt students receiving special education services who participate in LAT administrations may also be eligible for other accommodations discussed in this manual in addition to the linguistic accommodations that are determined to be appropriate.

## **Professional Standards for Accommodations**

Accommodations must also meet standards of validity and reliability established in the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999). That is, an accommodation cannot alter the construct being assessed or provide undue assistance in answering the test item (Elliott, Kratochwill, & Schulte, 1998; Koenig & Bachman, 2004). For example, on a math item asking the student to calculate the average time for three runners, it would be appropriate to provide a glossary with a definition of the term "runner" but not of the term "average." Defining the term "runner" would help an ELL access the meaning of the test item without giving away the answer, but an explicit definition of the term "average" might provide an unfair advantage. In sum, the

challenge of appropriately accommodating ELLs is to ensure that test takers have a fair opportunity to demonstrate what they know and can do without “compromising the validity and other technical aspects of the test” (Rivera et al., 2006, p. 7).

**Learning About Accommodations for Assessment .....**

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**Description of Accommodation Categories ..... 18**

**[TASKFORCE VOLUNTEERS TO COMPLETE THIS SECTION?]**

## Testing Practices, Accommodations, and Unapproved Modifications

The PED distinguishes between testing practices, accommodations, and unapproved modifications.

- **Testing Practices** are changes in standard assessment administration procedures, such as extended testing time or administration of the test in a location with minimal distractions that are allowable procedures and can be administered to any student. These changes simply provide a student with the assistance he or she needs to successfully complete a standardized administration of the test. Testing practices **do not** have to be documented for any content area, and **must 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 needed testing practices in the student's educational plan to ensure that they are provided during the assessment.
- **Accommodations** are changes in standard assessment administration procedures that 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.
- **Unapproved 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 at 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 **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 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 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.

## Testing Practices Available to All Students\*

- Administer test in a location with minimal distraction. Administer test individually.
- Provide extended administration time.
- Allow breaks for groups or individual students without giving them an opportunity to study or share information about the test.
- Allowing students to use the bathroom during the assessment.
- 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.
- 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 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 8-8 and 11 (SBA) and on relevant sessions of NMHSCE.
- Preferential seating (e.g., in front of classroom)
- Administration in a study carrel

\*Testing practices MUST NOT be documented on the Biogrid for any content area.

**Allowable Accommodations for Reading that MUST be Documented on the Biogrid**

<b>Code</b>	<b>Presentation</b>	<b>Code</b>	<b>Response</b>
<b>01</b>	Braille version of the assessment	<b>03</b>	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer documents (grades 4 and above)
<b>02</b>	Standard 18-20 point large-print version of the assessment	<b>04</b>	Use of a scribe to write oral responses to constructed-response items
<b>09</b>	Signing of the <b><u>directions only</u></b> for the reading assessments	<b>05</b>	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)
<b>11</b>	Paraphrasing the <b><u>directions only</u></b>	<b>06</b>	Use of signing or pointing to alternative responses (for multiple-choice items only)
<b>15</b>	Reading aloud or tape recording of the <b><u>directions only</u></b> for the reading assessment	<b>18</b>	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 <b>exactly</b> as it is written
<b>16</b>	Reading aloud of the <b><u>directions only</u></b> in English for the reading assessments	<b>21</b>	Record responses on audio tape
<b>17</b>	Reading aloud or translation into the student's native language of the <b><u>directions only</u></b> for the reading assessments	<b>24</b>	PED-approved accommodation not otherwise listed
<b>22</b>	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**

<b>Code</b>	<b>Presentation</b>	<b>Code</b>	<b>Response</b>
<b>01</b>	Braille version of the assessment	<b>03</b>	Use of scribe to write oral responses or fill in bubbles in test booklet (grade 3) or answer document (grades 4 and above)
<b>02</b>	Standard 18-20 point large-print version of the assessment	<b>04</b>	Use of a scribe to write oral responses to constructed response items
<b>07</b>	Signing of test directions, stimulus material, test items, and/or answer choices	<b>05</b>	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)
<b>08</b>	Signing of the entire assessment, including word problems	<b>06</b>	Use of signing or pointing as alternative responses (for multiple-choice items only)
<b>10</b>	Use of communication devices (e.g., text-talk converter) to read test items	<b>19</b>	Use of assistive technology restricted to: <ol style="list-style-type: none"> <li>1) augmentative communication devices</li> <li>2) computers</li> <li>3) word predictor programs</li> <li>4) personal portable keyboards</li> <li>5) communication boards</li> <li>6) Brailers</li> <li>7) closed circuit TV</li> <li>8) low vision devices, such as magnifiers</li> <li>9) amplification equipment, such as FM systems</li> </ol> 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 <b>exactly</b> as it is written
<b>11</b>	Paraphrasing the <b>directions only</b>	<b>21</b>	Record responses on audio tape
<b>12</b>	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices	<b>24</b>	PED-approved accommodation not otherwise listed
<b>13</b>	Tape recording of test directions, stimulus material, test items, and/or answer choices		
<b>14</b>	Reading aloud of test directions, stimulus material, test items, and/or answer choices		
<b>22</b>	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**

<b>Code</b>	<b>Presentation</b>	<b>Code</b>	<b>Response</b>
<b>01</b>	Braille version of the assessment	<b>03</b>	Use of scribe to write oral responses or fill in bubbles in test booklet
<b>02</b>	Standard 18-point large-print version of the assessment	<b>04</b>	Use of a scribe to write oral responses to constructed-response items
<b>08</b>	Signing of the entire assessment, including word problems	<b>05</b>	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)
<b>10</b>	Use of communication devices (e.g., text talk converter) to read test items	<b>06</b>	Use of signing or pointing as alternative responses (for multiple choice items only)
<b>11</b>	Paraphrasing the <b><u>directions only</u></b>	<b>20</b>	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 <b>exactly</b> as it is written
<b>12</b>	Reading aloud in the student's native language or translation of test directions, stimulus material, test items, and/or answer choices	<b>21</b>	Record responses on audio tape
<b>13</b>	Tape recording of test directions, stimulus material, test items, and/or answer choices	<b>24</b>	PED-approved accommodation not otherwise listed
<b>14</b>	Reading aloud of test directions, stimulus material, test items, and/or answer choices in English		
<b>22</b>	Use of a word-to-word translation dictionary or word list (with no definitions)		
<b>23</b>	Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans		
<b>X</b>	Kurzweil		

## Prohibited Modifications

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

## **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>.

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

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

## Accommodations for English Language Learners

In meeting federal and state requirements for inclusion of ELLs in the New Mexico Statewide Assessment System, it is necessary to provide testing procedures, test materials, and testing situations that are responsive to their unique needs. Therefore, accommodations for ELLs are addressed separately from accommodations for students with disabilities in this Guidebook.

Appropriate and effective accommodations allow ELLs to overcome linguistic and cultural barriers that prevent them from showing what they know and can do without modifying the concept being tested. That is, linguistic accommodations must allow access to the assessment without providing unwarranted advantage. When appropriate and effective language accommodations are used, they support a yield of test scores that are valid and reliable measures of academic achievement.

Certain students need linguistic accommodations and accommodations for disabilities. The needs of these students are addressed in the subsequent section of this Guidebook.

The Table below presents Accommodations for ELLs in the following categories:

- English Language Accommodations - provided in English
- Native Language Accommodations - provided in student's native language
- Direct Linguistic Support - removes barriers with obvious linguistic supports
- Indirect Linguistic Support – consists of extending time limits to facilitate language processing
- Written Accommodations- administered in written form
- Oral Accommodations – administered in oral form
- Accommodations Type – similar accommodations are grouped

The student's level of English language proficiency is an important consideration in selecting an appropriate and effective accommodation. In general, oral native language accommodations are recommended for students at beginning level English proficiency. Native language accommodations are expected to be most effective for students at beginning level English proficiency. It is expected that students at an intermediate level of English proficiency will benefit from a wider range of written and oral accommodations. And it is expected that the need for accommodations decreases for students at an advanced level of English proficiency. Advanced proficient students would be less likely to need oral translation or response accommodations. The Table below recommends accommodations based on the level of English language proficiency.

The classifications below represent the first four levels of English language proficiency differentiated by the ACCESS for ELLs assessment used by New Mexico for placing English Language Learners. These levels are references throughout the ELL accommodations list to facilitate the selection of ELL accommodations that are appropriate and effective for the individual student. At the given level of English language proficiency, English language learners will process, understand, produce, or use:

At the **Entering Level (1):**

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

At the **Beginning Level (2):**

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

At the **Developing Level (3):**

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

At the **Expanding Level (4):**

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

The ACCESS for ELLs assessment and the performance level descriptors were developed by the World-Class Instructional Design and Assessment (WIDA) Consortium at the Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison. ACCESS for ELLS is a registered trademark of the WIDA Consortium. ACCESS for ELLs English language proficiency descriptors used with permission of WIDA Consortium.

<b>English Language Accommodations</b>		Allowed for Content Areas			ACCESS for ELLS ELP Level			
Direct Linguistic Support - Written	<b>Plain English Accommodation</b>							
Test Administration Practices for this Accommodation	May be done in individual or group testing settings in a location with minimal distraction. Student may have extended time for referencing Picture Dictionary.	Mathematics	Science	Reading/ Language Arts	1	2	3	4
Accommodation	<u>Plain English Version of Test</u>	X	X	X				
Description	Test items and/or test directions for which linguistic complexity has been reduced while maintaining the level of difficulty of the test construct.							
Standardization	School districts, charter schools or State education institutions order the Plain English version of SBA from the test vendor. The administration of the Plain English version <b>should</b> occur for individuals or a group in a separate location from the administration of the SBA for students who are not administered this accommodation.							

<b>English Language Accommodations</b>	Allowed for Content Areas	ACCESS for ELLS ELP Level
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Direct Linguistic Support-Written <i>English Reference Materials</i>								
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student may have extended time for referencing Picture Dictionary.	Mathematics	Science	Reading/ Language Arts	1	2	3	4
Accommodation	Picture Dictionary	X	X	X				
Description	Picture dictionary provides only picture definitions of words without providing unwarranted assistance to the student such that it gives away the answer to test items.							
Standardization	School districts, charter schools or State education institutions purchase picture dictionaries that are approved by the PED. The list of approved picture dictionaries is posted on the webpage for the PED Assessment and Evaluation Bureau at the link for the SBA. The administration of the Picture Dictionary accommodation <b>should</b> occur for individuals or a group in a separate location from the administration of the SBA for students who are not administered this accommodation.							

## English Language Accommodations

Allowed for

ACCESS for ELLS ELP Level

Direct Linguistic Support-Oral		<b>Scripted Oral Accommodations in English</b>						
Test administration practices for this category	May be done in individually or group testing settings in a location with minimal distraction. Provide extended time to allow for reading aloud.	Mathematics	Science	Reading/ Language Arts	1	2	3	4
Accommodation	Read aloud test directions/test items in English.	X	X					
Description	Read aloud test directions and/or test items using a script in English without providing clarification of directions or test items.							
Standardization	Obtain from test vendor a script of test directions/test items in English. Script <b>should</b> be read aloud verbatim by a test administrator with standard pronunciation and intonation. May repeat reading aloud of test directions and test items.							

<b>English Language Accommodations</b>		Allowed for			ACCESS for ELLS ELP Level			
Direct Linguistic Support-Oral	<b>Scripted Oral Accommodations in English</b>	Mathematics	Science	Reading/ Language Arts	1	2	3	4
Test administration practices for this category	May be done in individually or group testing settings in a location with minimal distraction. Provide extended time to allow for using voice recording.							

Accommodation	Audio tape/CD of test directions/test items in English.	X	X				
Description	Student or test administrator plays a voice recording of scripted test directions and/or test items in English on audio tape or CD.						
Standardization	Obtain from test vendor a scripted voice recording of test directions/test items in English. Student may operate sound device for playing audio tape or CD using a set of headphones. Student or test administrator may replay voice recording during test administration. May be administered in individual or group testing settings in a location with minimal distraction. Clarifications of test directions/test items should not be provided.						

<b>Native Language Accommodations</b> Direct Linguistic Support-Written <b>Native Language – Spanish Translation</b>		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for administration.							
Accommodation	Spanish language version of test	X	X	X				

<p>Description</p> <p>Test is provided in Spanish language version.</p>	X	X	X				
<p>Standardization</p> <p>Obtain Spanish language version of test from test vendor. May be administered in individual or group testing settings in a location with minimal distraction.</p> <p>Only certain students who are eligible may take the accountability assessment (SBA) in the Spanish language version. Students in first year in United States schools may receive a language exemption for the <b><u>Reading subtest ONLY</u></b> (see <b>complete details in New Mexico Statewide Assessment Program Procedures Manual</b>).</p> <p><b><u>In all other content areas</u></b>; student must participate in either the Spanish language version or English version of the assessment.</p> <p><b>Students Who Have Been in U.S. Schools for Three or More Consecutive years must participate in the English language version of the assessment unless a waiver to continue testing the student in his/her home language has</b></p>	X	X	X				

<p><b>been approved by the Secretary of Education.</b></p> <p>If, after three consecutive years in U.S. schools, the district determines (on a case-by-case basis) that academic assessments in the student's home language would yield more accurate and reliable information about his/her knowledge of a subject, the district may request a waiver from NMPED to continue to assess the student in his/her home language. Approved waivers are effective for the current year only. Waivers may be approved for a maximum of two years.</p>							
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**Step 5 Worksheet. Detailed description of each accommodation offered**

		Allowed for			ACCESS for ELLS ELP Level			
Direct Linguistic Support-Written	<b>Dual Language – English/Spanish Translation</b>	Mathematics	Science	Reading/ Language Arts	1	2	3	4
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for administration.							
Accommodation	Side-by-Side Dual Language Test (Spanish Language/English Language Version)	X	X					
Description	Test is provided in dual language version with directions and test items presented side-by-side on facing pages. The Spanish translation of the test is							

<p>presented on one side and the English version is presented on the other side.</p>						
<p>Standardization</p> <p>Obtain Spanish language version of test from test vendor. May be administered in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for administration.</p> <p>Only certain students who are eligible may take the accountability assessment (SBA) in the Spanish language version. Students in first year in United States schools may receive a language exemption for the <b>Reading subtest ONLY</b> (see <b>complete details in New Mexico Statewide Assessment Program Procedures Manual</b>).</p> <p><b><u>In all other content areas</u></b>; student must participate in either the Spanish language version or English version of the assessment.</p> <p><b>Students Who Have Been in U.S. Schools for Three or More Consecutive years must participate in the English language version of the assessment unless a waiver to continue testing the student in his/her home language has been approved by the Secretary of Education.</b></p> <p>If, after three consecutive years in U.S. schools, the district determines (on a case-by-case basis) that academic assessments in the student's home language would yield more accurate and reliable information about his/her knowledge of a subject, the district may request a waiver from NMPED to continue to assess the student in his/her home language. Approved waivers are effective for the current year only. Waivers may be approved for a</p>						

maximum of two years.							
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<b>Native Language Accommodations</b>		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Direct Linguistic Support-Written	<b>Dual Language- English/Spanish Reference Materials</b>							
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of glossary.							
Accommodation	Customized Dual Language Glossary (English/Spanish)	X	X	X				
Description	Dual language glossary customized for New Mexico content standards and assessment displays word in English and corresponding word in Spanish. Definitions of words are not provided.							
Standardization	Dual language glossary provided by the test vendor and posted on the PED Assessment and Evaluation Bureau webpage. The glossary only provides direct Spanish translations of English							

words. No word definitions are provided.							
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<b>Native Language Accommodations</b>		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Direct Linguistic Support-Written	<b>Dual Language- English/Spanish Reference Materials</b>							
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of glossary.							
Accommodation	Commercial Word-to-Word Glossary (English/Spanish)	X	X	X				
Description	Commercially available glossary displays word in English and corresponding word in Spanish. Definitions of word are not provided.							
Standardization	Selected from a list of word-to-word glossaries approved by the PED in a list posted on the PED Assessment and Evaluation Bureau webpage. The glossary only provides direct Spanish translations							

of English words. No word definitions are provided.							
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<b>Native Language Accommodations</b>		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Direct Linguistic Support-Written	<b>Dual Language- English/Spanish Reference Materials</b>							
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of word-to-word translator.							
Accommodation	Pocket Word-to-Word Translator	X	X	X				
Description	Commercially available pocket word-to-word translator allows user to enter word in English and it displays corresponding word in Spanish. Definitions of word are not provided.							
Standardized	Selected from a list of pocket word-to-word translators approved by the PED in a list posted on the PED Assessment and Evaluation Bureau webpage. The pocket word-to-word translator only							

provides direct Spanish translations of English words. No word definitions are provided.							
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<b>Native Language Accommodations</b> Direct Linguistic Support-Oral		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Test administration practices for this category	<b>Scripted Oral Translation in Native Language (Spanish)</b> May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for reading aloud.							
Accommodation	Read aloud test directions/test items in Spanish.	X	X					
Description	Read aloud test directions and/or test items using a script in Spanish without providing clarification of directions or test items.							
Standardization	Obtain from test vendor a script of test directions/test items in Spanish. Script <b>should</b> be read aloud verbatim by a test administrator with standard pronunciation and intonation in Spanish.							

May be administered in individual or group testing settings in a location with minimal distraction. May repeat reading aloud of test directions and test items.							
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<b>Native Language Accommodations</b>		Allowed for			ACCESS for ELLS ELP Level			
		Mathematics	Science	Reading/ Language Arts	1	2	3	4
Direct Linguistic Support-Oral	<b>Scripted Oral Translation in Native Language (Spanish)</b>							
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of audio tape/CD.							
Accommodation	Audio tape/CD of test directions/test items in Spanish.	X	X					
Description	Student or test administrator plays a voice recording of scripted test directions and/or test items in Spanish on audio tape or CD.							
Standardization	Obtain from test vendor a scripted voice recording of test directions/test items in Spanish. Student may operate sound device for playing audio tape or CD using a set of headphones. Student or test administrator may replay voice recording during test administration. May be administered in individual or group testing settings in a location							

<p>with minimal distraction. Clarifications of test directions/test items should not be provided. Provide extended time to allow for using voice recording.</p>							
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