

APPENDIX A

Accommodations and Modifications of Test Administration Procedures for Special Education Students and Students Eligible under Section 504 of the Rehabilitation Act of 1973

In accordance with the Individuals with Disabilities Education Act (IDEA), students who are receiving special education services must participate in each subject area of the age-appropriate statewide assessment with the following exception:

“Students with disabilities shall participate in the Alternate Proficiency Assessment in each content area where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. (New Jersey Administrative Code Chapter 6A:14-4.11[a]2).”

Districts may use modifications of test administration procedures when administering the NJ ASK Science 4 and 8 to special education students or to students eligible under Section 504 of the Rehabilitation Act of 1973. Decisions about participation and accommodations/modifications are made by the Individual Education Program (IEP) or 504 team. Information about test content and item types from the test specifications can be used to make this determination. Modifications in the areas listed below may be used separately or in combination.

Any accommodation or modification of test administration procedures for students eligible for special education under IDEA or under Section 504 of the Rehabilitation Act of 1973 must be specified in the student’s IEP or 504 accommodation plan. Accommodations or modifications must be consistent with the instruction and assessment procedures used in the student’s classroom. Students eligible for modifications under Section 504 may not be classified but do have a permanent or temporary impairment in a major life function (i.e., performing manual tasks, walking, seeing, hearing, speaking, etc.).

Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained. If a student requires an accommodation or modification that is not listed below, contact the Office of Assessments.

Accommodations must be recorded on the student’s test booklet by the codes (A, B, C, D) listed in this appendix. If using Pre-ID labels, verify coding is correct.

ACCEPTABLE ACCOMMODATIONS AND MODIFICATIONS

Code

A. Setting Accommodations

1. Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
3. Seating the student facing the examiner or proctor
4. Providing special lighting
5. Providing special furniture i.e., desks, trays, carrels

B. Scheduling Accommodations

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of the test
2. Administering the Braille version of the test

D. Test Procedure Modifications

1. Administration modifications
 - a. reading directions aloud
 - b. reading test items aloud; ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
 - c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
 - d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
 - e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
 - f. repeating, clarifying, or rewording directions ONLY
 - g. providing written directions on a separate sheet or transparency
 - h. using an examiner who is familiar with the student
 - i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
 - j. using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test
2. Response modifications
 - a. having an examiner record the student's identification information on the test booklet and/or answer folder
 - b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)
 - c. using a Braille writer to record responses
 - d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all key words)
 - e. recording responses on a word processor (all editorial functions MUST be disabled)
 - f. providing an augmentative communication device
 - g. using a larger diameter or modified special grip #2 pencil

- h. for grade 8, circling answers in the test booklet (the examiner subsequently transfers the answers to the answer folder); for grade 4, the examiner bubbles the student's answer choice in the scannable test booklet
- i. allowing separate additional continuation pages for open-ended responses

OTHER CONSIDERATIONS

Ensure that:

- a. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- b. eyeglasses are used, if needed.
- c. hearing aids, FM systems, augmentative communication devices, word processors, or other types of equipment are functioning properly.
- d. source and strength of light are appropriate.
- e. all students can clearly see and hear the examiner.
- f. all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.

For students responding on separate sheets of paper:

- a. Responses to open-ended items, which are written or typed on separate sheets of paper by students eligible for this accommodation, must be placed in the **YELLOW SE/504 Accommodations & Braille/Large-Print Envelope**.
 - 1. The answer folder or scannable test booklet must be placed beneath a separate grade-level Header Sheet.
 - 2. Write on the top of each page the student's name, answer folder or scannable test booklet number, birth date, district name, school name, and CDS code. **If these procedures are not followed, the student's responses cannot be linked to his/her responses in the answer folder or scannable test booklet, and the student will receive incomplete scores.**
- b. Copies of these sheets must be made and retained on file by the school district until scores are received and verified.

For large-print test administration:

- a. Students taking the large-print test:
 - 1. Should mark their answers in the large-print test booklet and the examiner should transcribe the responses onto the regular answer folder or scannable test booklet provided.
 - 2. May be instructed to skip some items identified in the large-print supplemental instructions. The spaces for these items must be left blank on the student's answer folder or scannable test booklet included in the large-print kit.
- b. Answer folders or scannable test booklets used for the large-print test:
 - 1. Must have SE/504 ACCOMM = A, B, C, and D indicated.
 - 2. Must be clipped to a Header Sheet and returned to Measurement Incorporated in a YELLOW SE/504 Accommodations & Braille/Large-Print Envelope.
- c. For dictations and responses recorded on separate sheets:
 - 1. Students who dictate responses to open-ended items must indicate all punctuation and must spell all key words.
 - 2. Responses to open-ended items recorded on separate sheets of paper must be clipped to the answer folder or scannable test booklet. The student's name, answer folder number or scannable test booklet number, and birth date as well as the district and school names and CDS code must be recorded on each of the separate sheets attached.
 - 3. The district test coordinator should retain a duplicate of all open-ended item responses until scores are reported to and reviewed by district staff.

For Braille test booklets:

- a. Students using the Braille test booklets:
 1. Will dictate their answers to the examiner or use a device that produces Braille.
 2. May be instructed to skip some items identified in the Braille supplemental instructions. The spaces for these items must be left blank on the student's answer folder or scannable test booklet in the Braille test kit.
- b. Answer folders or scannable test booklet used for the Braille test:
 1. Must have SE/504 ACCOMM = A, B, C, and D indicated.
 2. Must be clipped to a Header Sheet and returned to Measurement Incorporated in a YELLOW SE/504 Accommodations & Braille/Large-Print Envelope.
- c. For dictations and responses recorded in Braille:
 1. Students who dictate responses for the open-ended items must indicate all punctuation and must spell all key words.
 2. Responses to the open-ended questions recorded in Braille must be transcribed. The transcriptions of the Brailled responses, along with the student's own Brailled work, must be clipped to the answer folder or scannable test booklet. The student's name, answer folder number or scannable test booklet number, and birth date as well as the district and school names and CDS code must be recorded on each of the separate sheets attached.
 3. The district test coordinator must retain a duplicate of all open-ended item responses until scores are reported to and reviewed by district staff.

For students who communicate using sign language:

- a. An interpreter will be needed to interpret oral directions and test items. The interpreter should be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English, depending upon the student's communication system. The interpreter should be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
- b. Students using American Sign Language for open-ended item responses will sign the responses to the interpreter who will interpret them into spoken English, and a scribe will record the responses in the answer folder or scannable test booklet.
- c. Students using Signed English or cued speech will sign or cue to the interpreter who will transliterate (word for word) into spoken English, and a scribe will record the responses in the answer folder or scannable test booklet.

For students needing a scribe:

The student should dictate the response at first without indicating punctuation and spelling. This allows the student to get his/her ideas on paper. The scribe should write what is said, without capitals or punctuation and without the student seeing, but with correct spelling. Once the student has finished the response, the scribe should identify key words and ask the student to spell them. The scribe can underline the words and write the student's spelling above the word or write the student's spelling at the bottom of the page. The scribe should then show the piece to the student and ask him/her to indicate what words should be capitalized and where punctuation should occur. The student also has the opportunity to edit the piece at this point. The scribe does not advise or lead the student in any way.