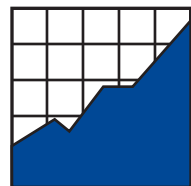


## 2007 State Policies on Assessment Participation and Accommodations for Students with Disabilities



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## Synthesis Report 69

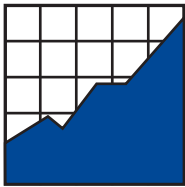
# 2007 State Policies on Assessment Participation and Accommodations for Students with Disabilities

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**December 2008**

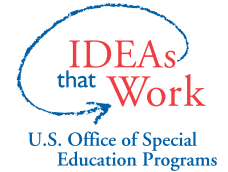
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Christensen, L. L., Lazarus, S. S., Crone, M., & Thurlow, M. L. (2008). *2007 state policies on assessment participation and accommodations for students with disabilities* (Synthesis Report 69). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.



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The Center is supported through a Cooperative Agreement (#H326G050007) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Additional support for targeted projects, including those on English language learners, is provided by other federal and state agencies. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. Opinions expressed herein do not necessarily reflect those of the U.S. Department of Education or Offices within it.



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## **Acknowledgments**

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The authors wish to extend special thanks to Michael Moore for his commitment to the development of the Data Viewer, the interactive tool and database that complements this report. Michael's ongoing efforts to revise the Data Viewer have made this report possible. Additional thanks go to Kathryn Lail, who helped with the initial data collection for this project.

## Executive Summary

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The National Center on Educational Outcomes (NCEO) has been tracking and analyzing state policies on assessment participation and accommodations since 1992. The purpose of the current analysis is to update information on these policies that was last reported by NCEO in 2006 (based on 2005 data). In this analysis policies from all fifty states, plus eight of the unique states, were reviewed. Two unique states, Bureau of Indian Education and U.S. Virgin Islands, were not included in the analysis.

The current analysis of states' 2007 participation and accommodation policies found that state policies on participation and accommodation continue to evolve, and that they have become more detailed and specific than in previous years. Key findings from this analysis include:

- State policies focus more on accommodations that allow for valid scores.
- There is a greater differentiation among accommodations for different groups of students (students with IEPs, students with 504 Plans, English language learners).
- All regular states and some unique states have Web sites where users can access their policies.
- The “read aloud questions” and “sign interpret questions” accommodations continue to be controversial.
- More states have policies that prohibit certain accommodations than they did in 2005.
- More states have guidelines for the use of accommodations requiring a third party/access assistant (scribe, reader, sign language interpreter).

This analysis did not attempt to determine the degree to which state policies complied with federal requirements under the Individuals with Disabilities Education Act of 2004 or Title I of the No Child Left Behind Act of 2001. Instead, it is a descriptive analysis of the written policies that states have for the participation of students with disabilities in assessments and the use of accommodations during their assessments.

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## Overview

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Given that both the Individuals with Disabilities Education Act (IDEA) of 2004 and Title I of the No Child Left Behind (NCLB) Act of 2001 require the participation of students with disabilities in state assessments, it is important to study how they will participate, and what, if any, accommodations will be used. The National Center on Educational Outcomes (NCEO) has been tracking and analyzing state policies that address participation and accommodations for students with disabilities since 1992, with the most recent analysis examining 2005 policies (Lazarus, Thurlow, Lail, Eisenbraun, & Kato, 2006). Each time that NCEO has examined state policies (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005; Lazarus, S. S., Thurlow, M. L., Lail, K. E., Eisenbraun, K. D., & Kato, K., 2006; Thurlow, House, Boys, Scott, & Ysseldyke, 2000; Thurlow, Lazarus, Thompson, & Robey, 2002; Thurlow, Scott, & Ysseldyke, 1995a, 1995b; Thurlow, Seyfarth, Scott, & Ysseldyke, 1997; Thurlow, Ysseldyke, & Silverstein, 1993), the policies have changed significantly. Over time, the policies have shifted from indicating an increasing number of states with policies on participation and accommodations, to a growing sophistication in states' policies.

Since the last update, recent federal regulations have had an influence on states' accommodations policies. The federal peer review of state standards and assessments, which was begun in 2004, has required states to have clear policies for accommodations, to document the link between instructional and assessment accommodations, to monitor the availability and use of accommodations, and to ensure that the use of accommodations results in a valid and meaningful score. In addition, the federal regulations of April 2007 that give states the option to develop an alternate assessment based on modified academic achievement standards have also started to have some influence on states' accommodations policies. Even though these regulations were released after the policies were collected for this analysis, some states, in anticipation of these regulations, had already undergone the development of this alternate assessment, and others were preparing for the development of this assessment, and to some degree, this preparation can be observed in state policies on participation and accommodations.

Recent changes in participation and accommodations policies include the following: (1) attention to accommodations that allow for valid scores; and (2) greater differentiation among accommodations allowed for different groups of students, such as students with Individualized Education Programs (IEPs), students with 504 plans, and English language learners.

### Need to Update and Analyze

This current update, based on 2007 policies, sought to answer questions similar to those in previous examinations of state participation and accommodations policies. These questions included:



- How do states reflect the participation options for students with disabilities on statewide tests?
- Have the policies changed substantially since the 2005 update? How have the policies changed?
- How do accommodations policies reflect current and emerging issues, including issues of validity, assistive technology accommodations, and the provision of accommodations to different student groups?

In the current report, we have made several additions and adjustments to our analysis. Several new accommodations were added to the analysis, and these will be noted where they are discussed in this report. One major change to our report is the inclusion of the unique states. The ten unique states we attempted to collect policies from are American Samoa, Bureau of Indian Education, District of Columbia, Guam, Marshall Islands, Micronesia, Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

A change to our analysis this year was the introduction of the term Unique Aggregated Accommodation. In addition to the other policy categories of Allowed, Allowed in Certain Circumstances, Allowed with Implications for Scoring, and Prohibited, we use this Unique Aggregated Accommodation to refer to accommodations that may be called nonstandard in some states or conditional in others but are still allowed accommodations that do not result in implications for scoring or aggregation. This category replaces the A\* category from the last report, which included accommodations called “nonstandard” even though there were no implications for scoring or aggregation. In addition, the Unique Aggregated Accommodation is also included as a testing condition in the Participation Policies section of the report under Additional Testing Options.

## Process Used to Review State Policies

In general, procedures used for this analysis of states’ written participation and accommodation policies were similar to the procedures used in the past. As was the case in previous years, the information for this report was gathered through the examination and analysis of publicly available written documents. This is in contrast to other approaches that survey informed respondents and that may use a restricted list of accommodations.

Participation and accommodation policies for the 2006-07 school year were obtained from all regular states’ Web sites as of June 15, 2007. Participation and accommodations policies for unique states were obtained through email and in-person visits. The initial compilation of data for each state was entered into an online database with a composite entry for each state, which is referred to as a state profile. The profiles were made accessible in an online format to states

in December 2007. States were then asked to verify the information in their profiles by indicating whether: (1) the information was accurate, (2) they needed additional information in order to decide whether the information contained in their profiles was accurate, or (3) the profiles contained inaccurate information and that changes needed to be made to the profile. If a state requested changes to the profile, we required evidence of a written document that contained the desired change before accepting the changes. State officials were able to make comments directly on the online profile, but they were also given the option to return their edited profiles to us via mail or fax. The information from the verified state profiles was then placed in the tables contained in this report. A complete list of state documents used to compile information for this report is in Appendix A.

Each accommodation is included in the report as a named accommodation when it is mentioned in the policies of at least six states. This represents a change from previous reports, when such a decision rule was not used to determine which accommodations to include in the report. As a result, several additional accommodations are specifically listed in this report for the first time. However, it should be noted that many of these accommodations were mentioned in state accommodations policies in previous years. They were listed as an “Other” accommodation in previous NCEO reports. Information about these accommodations in previous reports was presented in the appendix tables that contained detailed descriptions of the Other accommodations.

This analysis did not attempt to determine the degree to which state policies complied with federal requirements under IDEA or NCLB. Those determinations can be made only by the appropriate federal authorities. This report is a descriptive analysis of the written policies that states have for the participation of students with disabilities in assessments and their use of accommodations during assessments.

## Organization of the Report

In this update we summarize and categorize the extensive information contained in states’ participation and accommodation policies. As in past reports, presenting information in figures and tables makes it more accessible, but can sometimes obscure the underlying complexities of the individual state policies. For example, it is not apparent in any of the tables that state policies on participation and accommodations range in length from a few pages to hundreds of pages. This complexity is exacerbated by the burgeoning number of state documents addressing participation and accommodations that are currently available. Some states have policies in place with few or no related supporting documents, while others have, in addition to policies, a full complement of related materials such as procedural manuals and training guides.

This report is divided into two sections. Section 1 addresses the information gathered on participation. Section 2 contains the review of states’ accommodation policies.

Tables that detail accommodations by state are included in Appendix B of this report. Summary figures and tables are provided in the main sections of the report. A comparison was made, where possible, to similar information from previous reports. All information in this report that refers to 2005 policies is from Lazarus et al. (2006).

In addition to this report, all of the state policies on participation and accommodations can be accessed online with the NCEO Data Viewer (<http://data.nceo.info>), which allows users to create customizable reports including charts and maps that show state policies.

## **Section 1—Participation Policies**

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In addition to examining the specific participation criteria in the states, we examined additional testing options that were mentioned along with references to circumstances in which students might not participate in assessment. For each of these participation topics, we describe the 2007 findings and then compare these to findings from 2005.

### **Additional Testing Options**

Some state participation policies included language about additional testing options beyond the three traditional testing options (i.e., general assessment without accommodations, general assessment with accommodations, and alternate assessments). These additional testing options included Selective Participation, Combination Participation, Out-of-Level Assessments, Locally Selected Assessments, Testing with Modifications or Non-Standard Accommodations, and Testing with Unique Aggregated Accommodations. Selective Participation means that students may take certain parts of the assessment without being required to take others, such as taking the math alternate assessment and no other assessments. Combination Participation means that students may take different parts of different tests, such as taking the reading alternate assessment, the math general assessment, and the science assessment with accommodations. Out-of-Level Assessments refers to the practice of allowing a student in one grade to take an assessment designed for another (usually lower) grade. Locally Selected Assessments are defined as assessments that school district staff select for students who are unable to participate in the general assessment even with accommodations. Testing with Modifications or Non-Standard Accommodations is the term used when a state permits the administration of a test with modifications or nonstandard accommodations. These accommodations are typically considered to change what is being tested to an extent that invalidates a student's score. Testing with Unique Aggregated Accommodations, new to this report, refers to the use of accommodations that may be called conditional or nonstandard, but that have no implications for scoring or aggregation.

Thirty-seven states' and three unique states' policies indicated that at least one additional testing option was available to students (see Figure 1). The participation policies in the remaining states did not indicate that additional testing options were available. Figure 2 illustrates the specific type of additional testing options and the number of states that allow it. Combination Participation is the largest category with 23 states allowing this testing option. For example, a state's policy may indicate that participation by content area is allowed; therefore, when two or more content areas are being assessed, such as reading, writing, and math, the student may take the general assessment in math, and alternate assessments in reading and writing. In addition to Combination Participation, Testing with Modifications or Nonstandard Accommodations follows closely with 22 states allowing this option.

Two unique states mentioned offering one additional testing option (see Figure 1). One unique state has two or more additional testing options, and seven unique states had no mention of additional testing options. Three types of additional testing options were mentioned in policies in the unique states (see Figure 2): Testing With Modifications (mentioned by two unique states), Out-of-Level Testing (mentioned by one unique state), and Selective Participation (mentioned by one unique state).

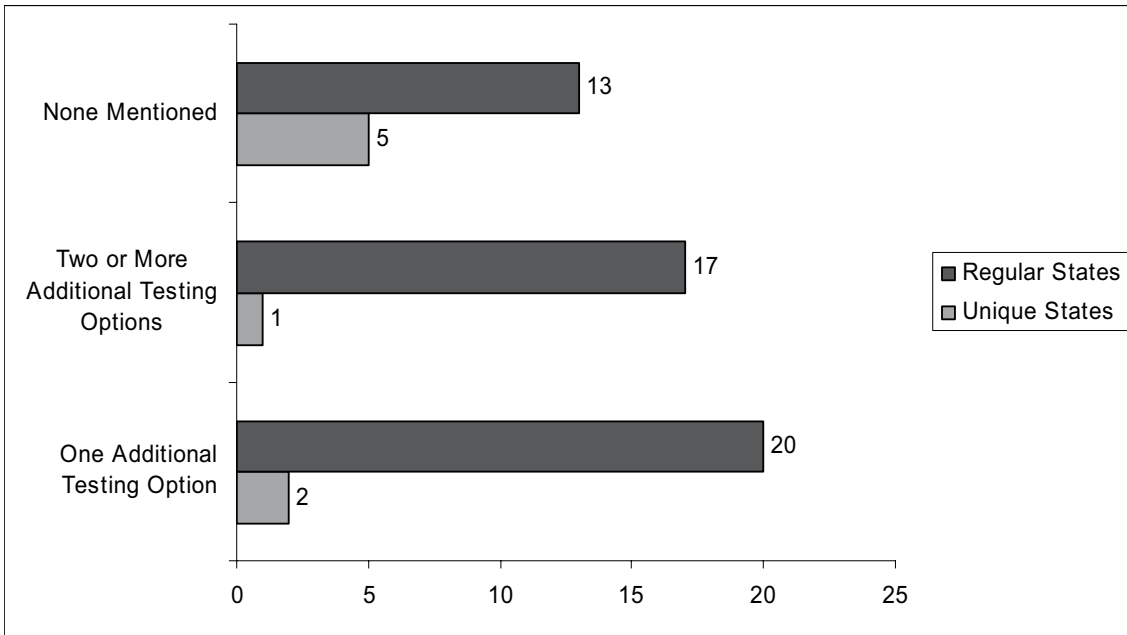
Details on the policies of the specific states are provided in Tables B.1 and B.2 in Appendix B.

### **Changes Since 2005**

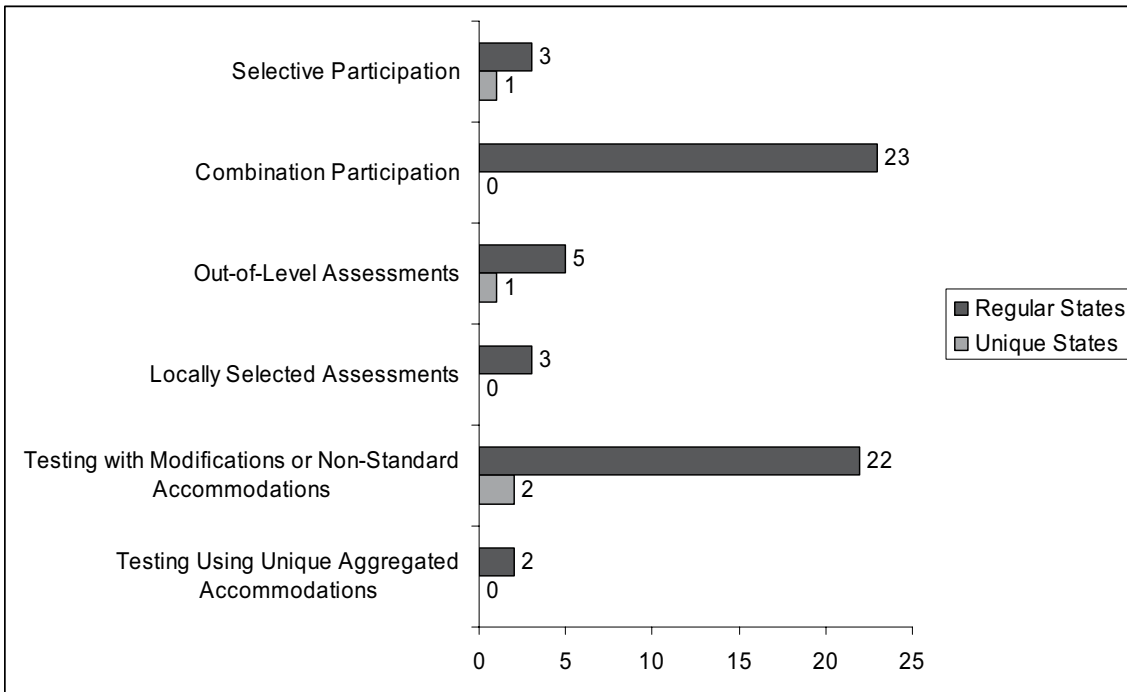
The number of states with participation policies that specifically cite the availability or non-availability of additional testing options has stayed about the same since 2005. In 2005, 17 states had one additional testing option; this number increased to 20 in 2007. However, in 2005, 19 states mentioned having two or more additional testing options, and this number decreased to 17 for 2007. The number of states that did not mention additional testing options (e.g., the policies neither permitted nor prohibited additional testing options) remained constant at 13 from 2005 to 2007.

In terms of the variation in types of additional testing options offered, these numbers also changed only slightly from 2005. Combination Participation increased from 19 states mentioning this option in 2005 to 23 states in 2007. Locally Selected Assessments increased by one, from two in 2005 to three in 2007. The remaining types of additional testing options decreased in number in 2007. Testing with Modifications decreased by one, from 23 in 2005 to 22 in 2007. Out-of-Level Assessments decreased from being mentioned by eight states in 2005 to five states in 2007. Similarly, Selective Participation was included in six state policies in 2005; in 2007, only three states offered this option.

**Figure 1. Summary of Additional Testing Options**



**Figure 2. Summary of Types of Additional Testing Options**



## Circumstances in Which Students Are Not Included in Any Form of Statewide Assessment

In addition to examining state policies on how students were included in statewide assessment programs, we also looked for circumstances in which students were not included in any form of state assessment.

Twenty-seven states prohibited excluding students from statewide assessment programs (see Figure 3). When analyzing the state policies, we considered a state to meet the requirements of exclusion prohibited if they stated that all students must participate, and no excluded groups were mentioned. However, if we considered only those states that explicitly stated “Exclusion Prohibited,” only two regular states would be counted as meeting the criteria.

Five unique states met the requirements for exclusion criteria using the current interpretation; however, no unique states met the requirements under the more explicit criteria. Three unique states used “Other” criteria for permitting the exclusion of students from assessments, as illustrated in Figure 3. In each case, the reason for exclusion was student incarceration.

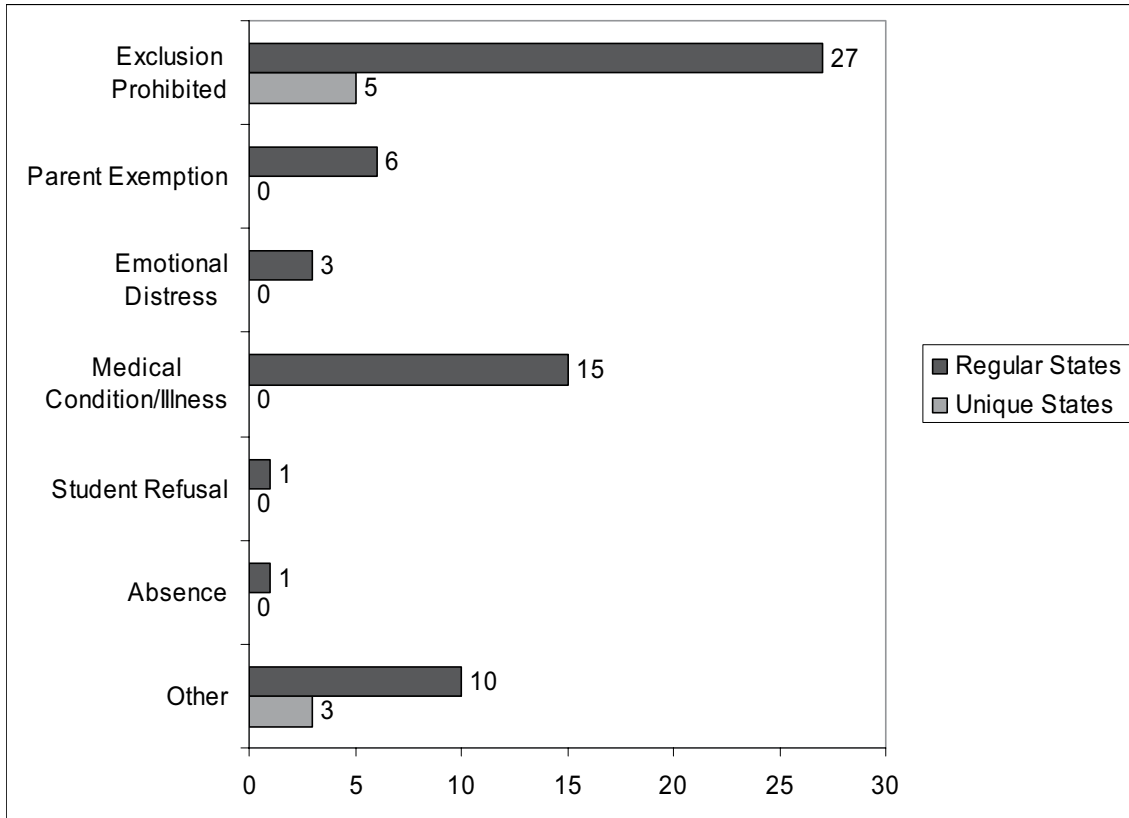
As shown in Figure 3, 15 states permitted the exclusion of students in the case of a medical condition or illness, six states permitted exclusion according to a parent exemption, and one state permitted exclusion for student refusal. Ten states allowed “Other” cases for exclusion—these included exclusion of foreign exchange students, expelled students, and students who have recently experienced a traumatic event.

This information is summarized in Figure 3 and provided in detail by state in Appendix B, Tables B.3 and B.4.

### **Changes Since 2005**

The number of state policies in 2007 that specifically stated that exclusion from statewide testing was prohibited decreased from 30 states in 2005 to 27 states in 2007. No states continue to use “Disruptive Behavior” as a reason for exclusion of a student from statewide testing; in 2007, this was removed from our summary. Three states permitted “Parent Exemption” in 2005, and six states allowed it in 2007.

**Figure 3. Summary of Circumstance in Which Students Are *Not* Included in Any Form of Statewide Assessment**



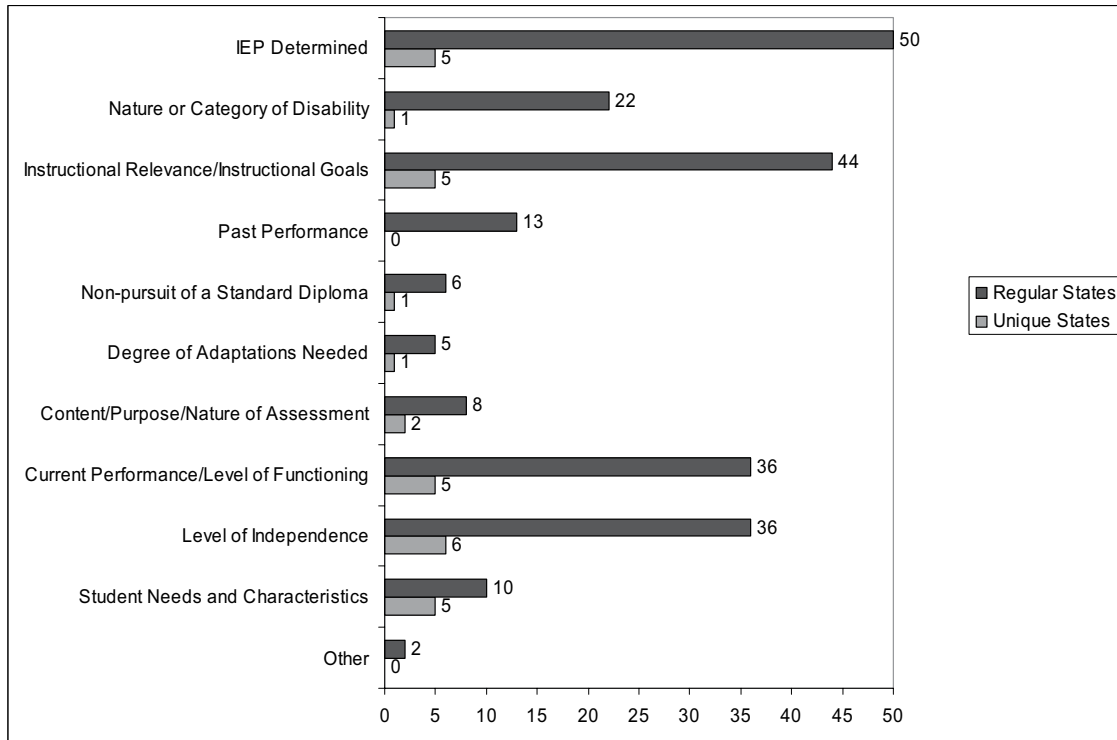
### Participation Decision-Making Criteria—Allowed

Figure 4 summarizes the decision-making criteria that states used to determine how students with disabilities participate in statewide assessment systems. The criteria that states cited most frequently were: (1) IEP Determined (50 states); (2) Instructional Relevance/Instructional Goals (44 states); (3) Current Performance/Level of Functioning (36 states); and (4) Level of Independence (36 states).

In terms of the unique states, the criteria that were stated most frequently in the policies included the following (see Figure 4): (1) Level of Independence (6 unique states); (2) IEP Determined (5 unique states); (3) Instructional Relevance/Instructional Goals (5 unique states); (4) Current Performance/Level of Functioning (5 unique states); and (5) Student Needs and Characteristics (5 unique states).

Additional participation criteria that states used when making participation decisions are included in Tables B.5 and B.6 in Appendix B.

**Figure 4. Summary of Participation Policy Variables That Can Be Used to Make Decisions about How Students with Disabilities Will Participate in Statewide Assessment**



### Changes Since 2005

Several policy changes in variables that can be used to make decisions about how students with disabilities participate in statewide assessments were evident. Fewer states mentioned several policy variables in 2005 than in 2007. Level of Independence increased from 18 states in 2005 to 36 states in 2007. Nature or Category of Disability was another variable that was mentioned more frequently in the state policies (up from 5 to 22 states). Instructional Relevance/Instructional Goals increased from 35 states allowing this variable for decision making in 2005 to 44 states in 2007.

Three variables decreased in the number of states that mentioned them in their policies between 2005 and 2007. Many fewer states permitted consideration of Student Needs and Characteristics (down from 26 to 10 states). The Content/Purpose/Nature of Assessment was also mentioned in fewer policies (down from 11 states to 8 states). Finally, there were fewer variables in the “Other” category, with only two states including other variables (down from 5 in 2005).



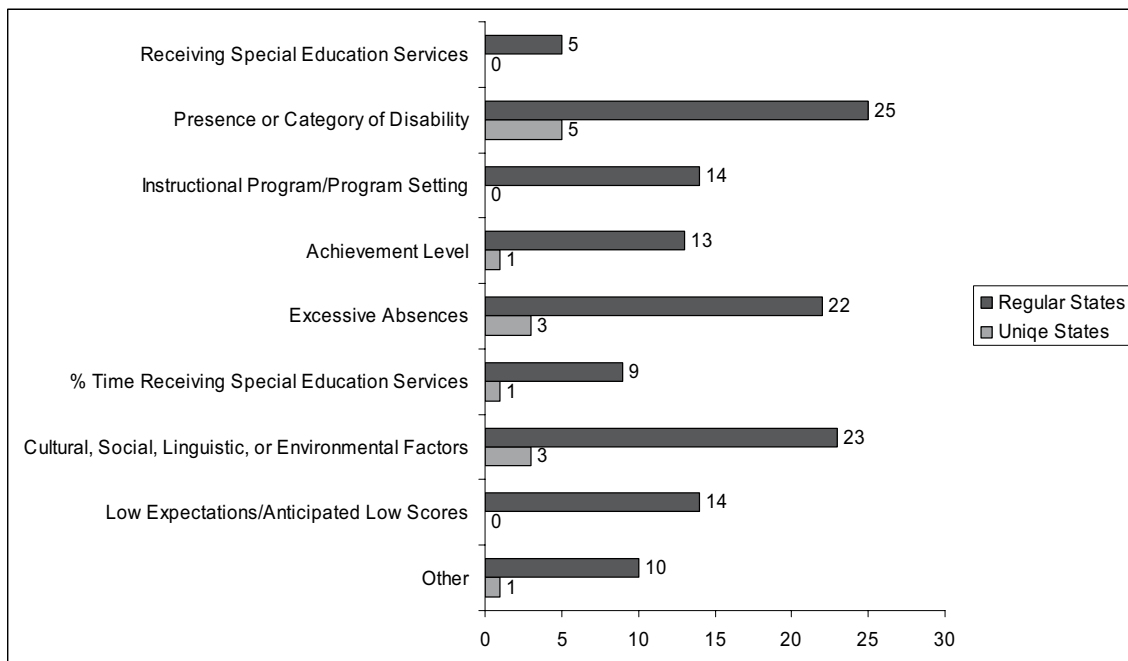
## Participation Decision-Making Criteria—Not Allowed

Many states listed criteria that cannot be used to make decisions about how students with disabilities will participate in statewide assessments. As shown in Figure 5, the criteria that were most frequently cited included the following: (1) Presence or Category of Disability (25 states); (2) Cultural, Social, Linguistic, or Environmental Factors (23 states); and (3) Excessive Absences (22 states). Fourteen states have policies that state that Low Expectations/Anticipated Low Scores may not be used to make decisions about how students with disabilities will participate in assessments. Two states specifically mentioned that low performance or concerns about Adequate Yearly Progress (AYP) cannot be used to make participation decisions.

Also shown in Figure 5, the criteria the unique states mentioned most frequently as variables that cannot be used for participation decision-making included: (1) Presence or Category of Disability (5 unique states); (2) Excessive Absences (3 unique states); and (3) Cultural, Social, Linguistic, or Environmental Factors (3 unique states).

Detailed information on participation decision-making criteria for each state can be found in Tables B.7 and B.8 of Appendix B.

**Figure 5. Summary of Participation Policy Variables That *Cannot* Be Used to Make Decisions About How Students with Disabilities will Participate in Statewide Assessments**



## Changes Since 2005

The number of states that cited variables that cannot be used to make decisions about how students with disabilities will participate in statewide assessments stayed about the same from 2005 to 2007 for most categories. The largest increases occurred in the categories of Achievement Level (up from 7 to 13 states) and Low Expectations/Anticipated Low Scores (up from 10 to 14 states). The largest decreases occurred in the categories Presence or Category of Disability (down from 28 to 25), Instructional Program/Program Setting (down from 17 to 14), and % Time Receiving Special Education Services (down from 12 to 9).

## Section 2—Accommodation Policies

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All states have policies that address the use of accommodations by students with disabilities in statewide assessments. This section of the report addresses state policy language concerning groups eligible to receive accommodations, state policies indicating the criteria that can and cannot be used to make decisions about a student's use of an accommodation, guidance for the use of accommodations that are not on an approved list, accommodations involving a third party/access assistant to administer or record, and the use and impact of various types of accommodations.

### Additional Student Groups Eligible for Accommodations

Accommodations policies may apply to students with IEPs, students with 504 plans, students who are both English language learners (ELLs) and have a disability, students who qualify for Title I services, or to all students. Many states also have separate accommodations policies for ELL students, but we did not track those policies for this report. Those readers interested in learning more about ELL policies are referred to Rivera, Collum, Shafer, and Sia (2005).

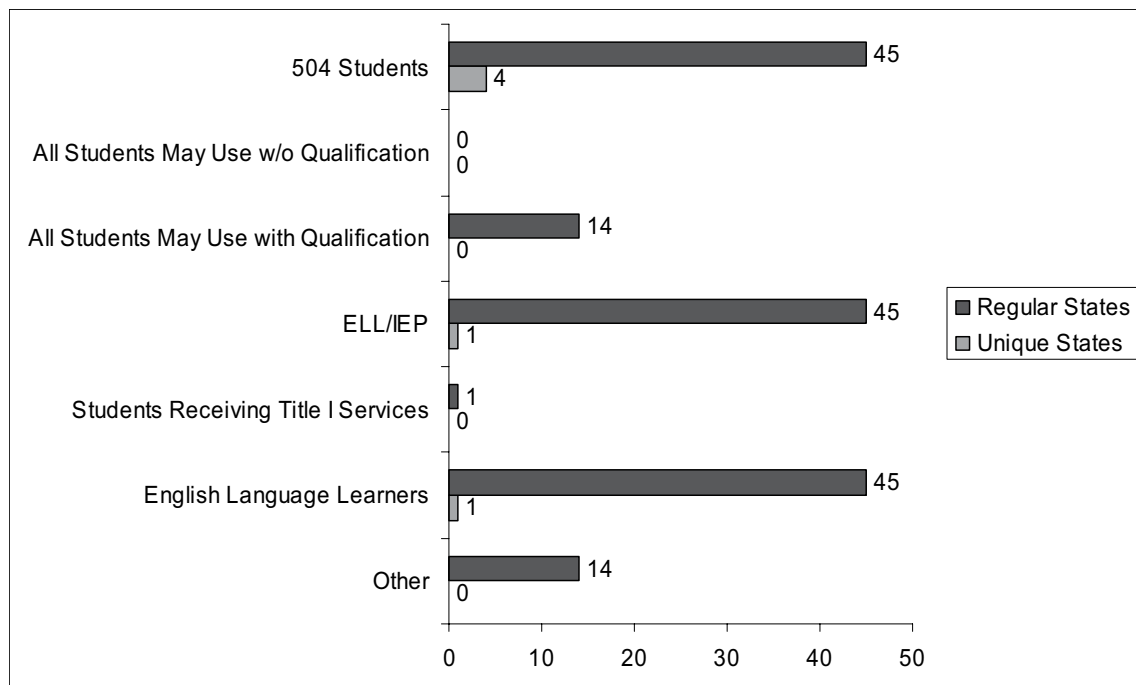
Figure 6 provides information about the extent to which various categories of students, in addition to ELLs or students with disabilities, used accommodations during statewide assessments. This information is provided by state along with detailed information on additional student groups eligible for accommodations in each state in Tables B.9 and B.10 in Appendix B. All states mention in their policies that at least one other group is eligible for accommodations. Forty-five states indicated in their policies that accommodations were to be provided to students who had a 504 plan. Forty-five states specified in their policies that ELLs were eligible for accommodations.

No states allowed all students to use any accommodations without restrictions. Fourteen states allowed all students to use standard accommodations under certain circumstances and with specific restrictions. For example, some states allow any student to receive an accommodation if it is used in regular instruction.

In 2005, as in previous years, we did not include ELL accommodations in our analysis. Previously, we did analyze whether states' special education accommodation policies addressed students who both have an IEP and are ELLs. That is, in most cases, we could infer from the accommodations policies that the state provided accommodations for students who are ELLs and have an IEP because ELL accommodations are mentioned *within* the sections of the document related to students with disabilities. The special education policies of 45 states had information about the use of accommodations for students who had both a disability and are ELLs. States were included in this total if they mentioned English language learners in their policies and if they included accommodations appropriate for ELLs (e.g., bilingual dictionary, side-by-side translation, etc). However, only 13 states mentioned explicitly in their policies that ELLs with IEPs are eligible for accommodations.

In the unique states, four policies mentioned that students who have 504 plans also are eligible for accommodations. One unique state indicated that English language learners are an eligible student group. Two unique states were marked as including ELL/IEP students under the current interpretation for ELL/IEP, and none under the more explicit criteria.

**Figure 6. Summary of Additional Student Groups Eligible for Accommodations**



## **Changes Since 2005**

The number of state policies that included students with a 504 plan increased from 41 states in 2005 to 45 states in 2007. In addition, the number of state policies that indicated all students may use accommodations with qualification more than doubled from 6 states in 2005 to 14 states in 2007. The number of states mentioning ELLs with IEPs as eligible for accommodations increased from 25 states in 2005 to 45 states in 2007.

### **Accommodations Decision-Making Criteria—Allowed**

States use a variety of criteria to guide the process for making decisions on student use of accommodations. As shown in Figure 7, the policies of 47 states indicated that the use of instructional and classroom accommodations are to be considered when making decisions. Two other criteria that many states included in their policies were that accommodations were selected based on individual student needs and characteristics (34 states) and that the accommodations maintained the validity of the test and resulting score (32 states).

Some states differentiated between the types of accommodations that may be provided on exit exams and other large-scale assessments or between norm-referenced and criterion-referenced tests. The category of Purpose/Nature of Assessment is used to track whether different accommodations were permitted on different types of assessments in a state. In 12 states, the purpose or nature of the assessment was one of the criteria decision-making teams were asked to consider when making decisions about the use of accommodations.

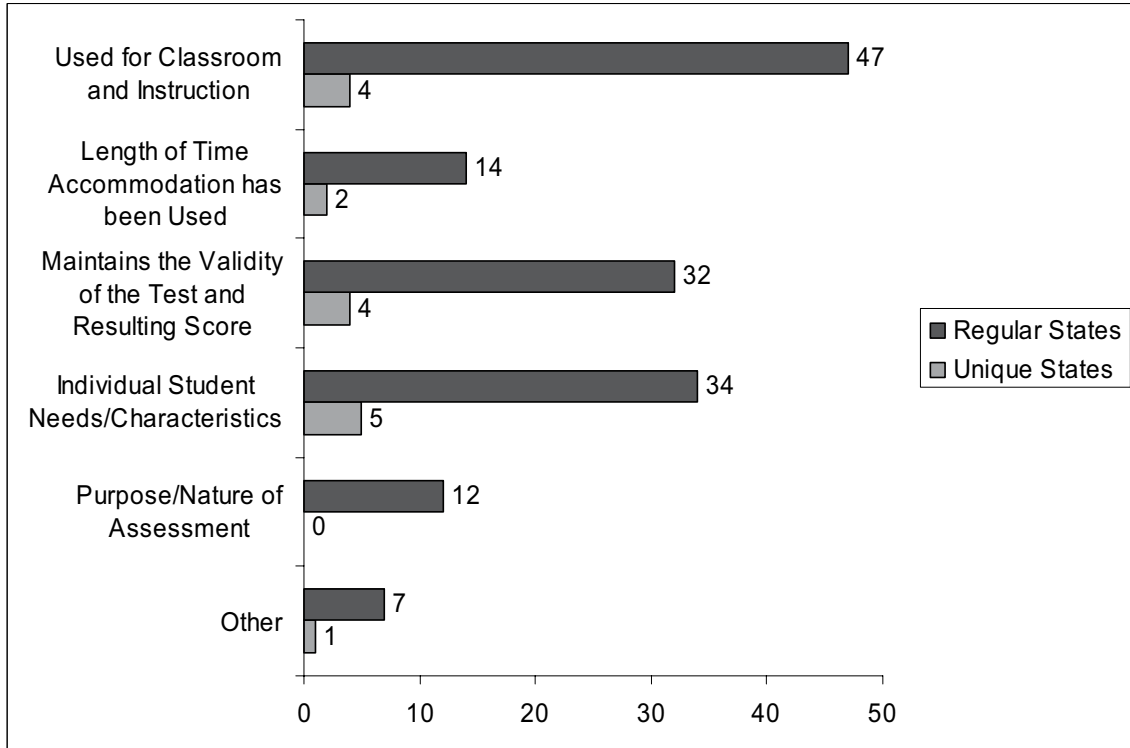
For the unique states, the most common criterion allowed is Individual Student Needs/Characteristics (5 unique states). In addition, requiring that accommodations are Used for Classroom and Instruction (4 unique states) and Maintains the Validity of the Test and Resulting Score (4 unique states) were also common considerations.

See Tables B.11 and B.12 in Appendix B for more detailed information on criteria states allow for making decisions about accommodations.

## **Changes Since 2005**

Since 2005, the state policies indicating the variables that can be used to guide the decision-making process for using accommodations during assessments have changed very little. The most common variables—Used for Classroom and Instruction, Individual Student Needs/Characteristics, and Maintains the Validity of the Test and Resulting Score—have remained virtually the same. The Length of Time Accommodation has been Used increased from six states in 2005 to 14 in 2007.

**Figure 7. Summary of Accommodations Policy Variables That *Can* Be Used to Guide the Decision-making Process for Using Accommodations During Statewide Assessment**



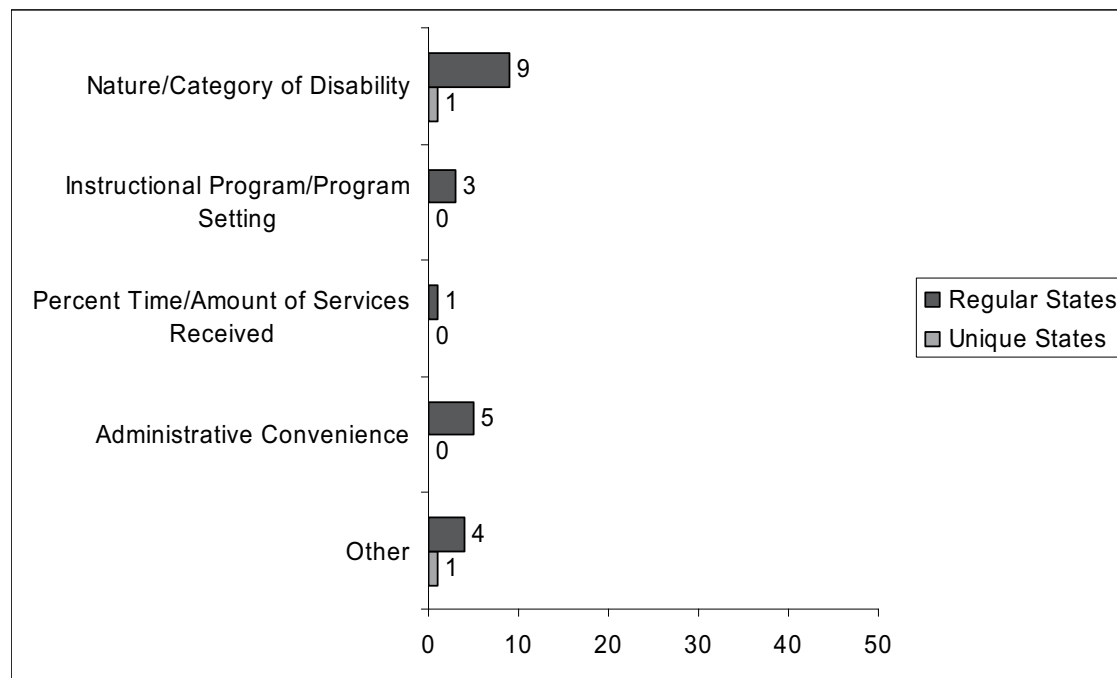
### Accommodations Decision-Making Criteria—Not Allowed

States also prohibited basing decisions about accommodations on certain criteria (see Figure 8). Policies generally listed fewer variables that could not be used in the decision-making process as compared to the number of variables that could be used. Nine states do not permit consideration of the Nature or Category of a student’s Disability. A few states indicated that Administrative Convenience (5 states) and Instructional Program/Program Setting (3 states) may not be considered when making decisions about accommodations. Four states listed other criteria as well (e.g., the availability of an accommodation).

In the unique states, only the Nature/Category of Disability (1 unique state) and Other (1 unique state) were mentioned as variables that cannot be used to make accommodations decisions.

State specific information, as well as information about other criteria, is provided in Tables B.13 and B.14 in Appendix B.

**Figure 8. Summary of Accommodation Policy Variables That *Cannot* Be Used to Guide the Decision-Making Process for Using Accommodations During Statewide Assessment**



### Changes Since 2005

Two categories decreased in the number of states mentioning these variables in their policies: Nature/Category of Disability decreased from 12 states in 2005 to 9 states in 2007, and Percent Time/Amount of Services Received decreased from 4 states in 2005 to 1 state in 2007. The number of states that indicated Administrative Convenience could not be used increased from 1 to 5 states.

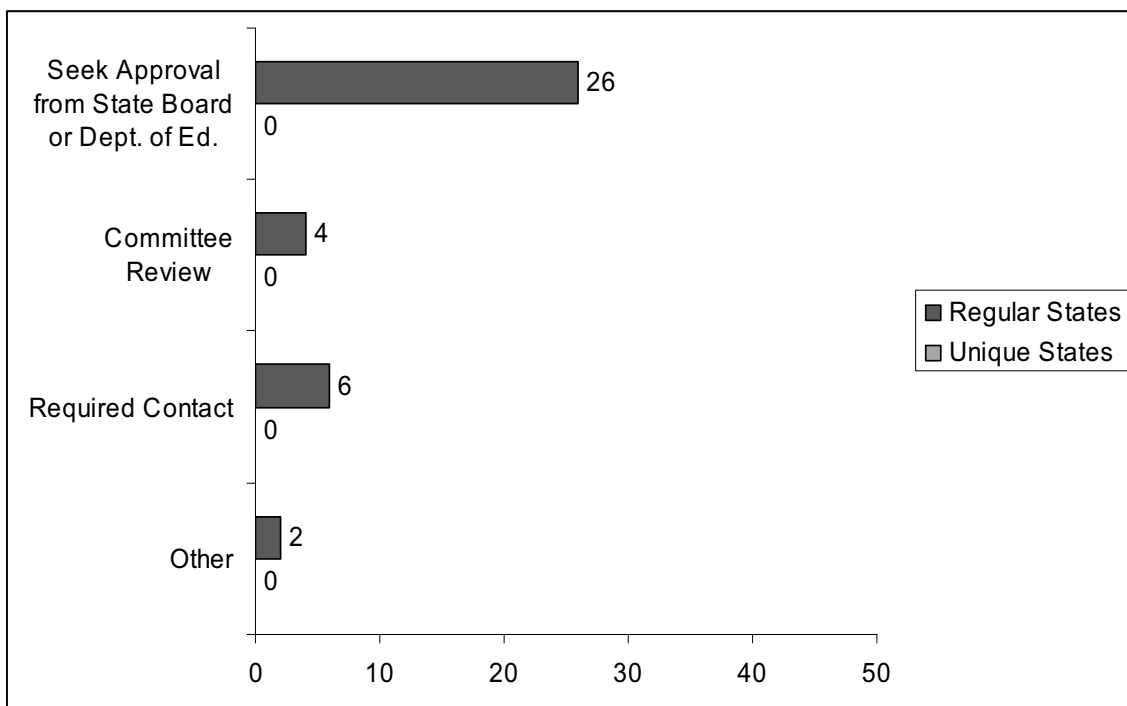
### Guidance for Using Accommodations That Are Not on the “Approved” List

A summary of the guidance for using accommodations that are not on an “approved” list in state accommodation policies is found in Figure 9. Twenty-six state policies advised IEP team members to Seek Approval from the State Board or Department of Education when suggesting the use of an accommodation not specifically found on the “approved” list. A Committee Review of the request to use an accommodation not previously approved was indicated in four state policies. Six state policies required IEP team members to contact a specific individual at the state or district level when recommending a non-approved accommodation.

No unique states indicated guidelines for using accommodations that are not on an “approved” list.

Detailed information for each state is located in Tables B.15 and B.16 in Appendix B.

**Figure 9. Summary of Guidelines for Using Accommodations That Are Not on the “Approved” List**



### Changes Since 2005

The number of state policies that require decision-making teams to Seek Approval from a State Board or Department of Education when inquiring about using accommodations not on the “approved” list decreased from 33 states in 2005 to 26 states in 2007. The number of states that require a Committee Review of the accommodation in question decreased by three states (down from 7 to 4) from 2005 to 2007. In 2005 eight states required decision-making teams to contact a specific person at the state or district level; by 2007 the number had decreased to six states.

### Guidelines for the Administration of Accommodations Involving a Third Party/Access Assistant

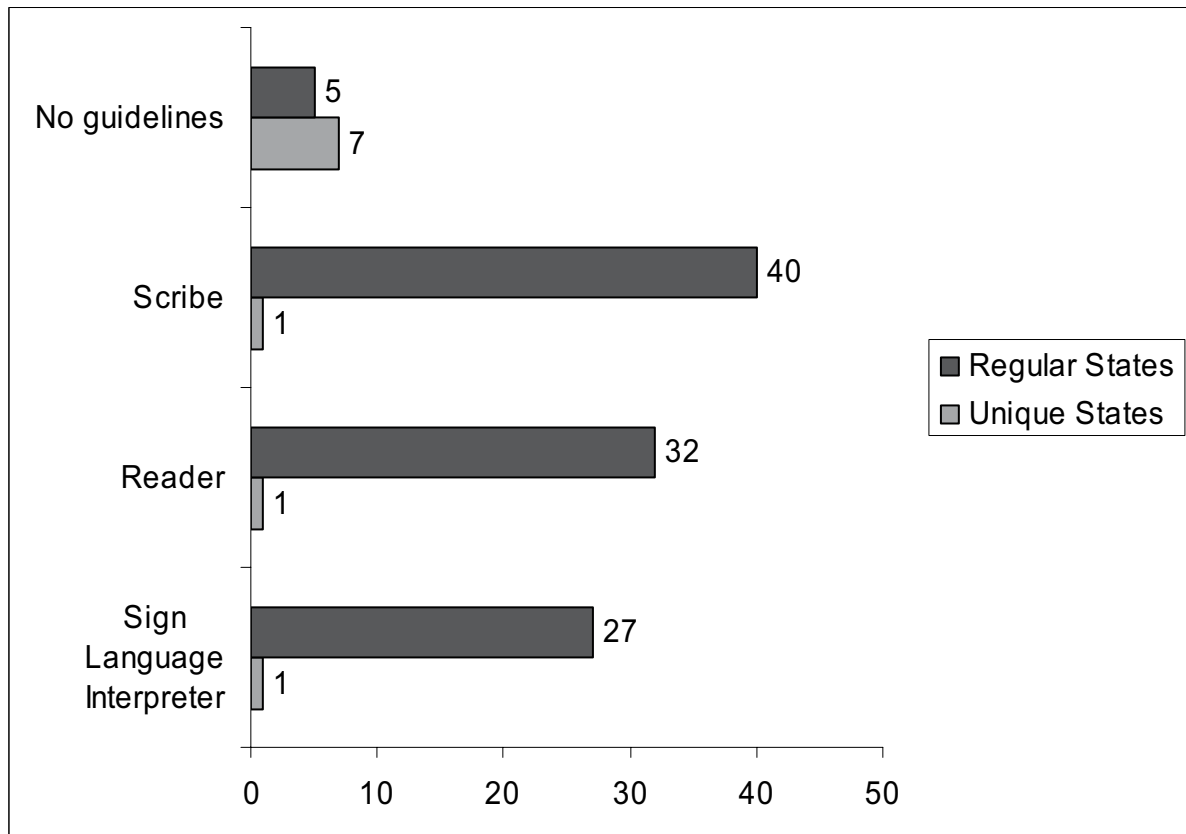
Information was also collected on guidelines for accommodations involving a third party/access assistant. This information is summarized in Figure 10. An example of an accommodation

that involves an access assistant would be an individual who serves as an intermediary between the student and the mode of access to the test (e.g., sign language interpreter, scribe, etc). If a decision-making team had selected “dictation of answers” as an accommodation, a state’s guidelines might then define the role of the scribe. Or, if “reading test items aloud” was the selected accommodation, the state may provide instructions on how to read numbers aloud and how to describe figures and diagrams on the test. For this analysis, we accepted anything the state produced as a written guideline. In other words, no quality criteria were imposed. Forty states provided written guidelines for scribes in their accommodation policies. Guidelines for readers and sign language interpreters were provided in 32 and 27 state policies, respectively.

Guidelines for scribes, readers, and sign language interpreters were all included in the policies of one unique state.

Detailed information for each state is located in Table B.17 in Appendix B.

**Figure 10. Summary of Guidelines for the Administration of Accommodations Involving a Third Party**





## Changes Since 2005

Only five states had no guidelines in 2007, compared to 10 states in 2005. The number of states with guidelines for Scribes increased from 33 states to 40 states in 2007. More states also had guidelines for Readers in 2007 (up from 26 to 32). Guidelines for Sign Language Interpreters also increased from 20 in 2005 to 27 in 2007.

## Types of Accommodations and Impact of Use

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In this section of the report, the accommodations that states most often allow, allow with restrictions, and prohibit are reviewed. We organized the accommodations into five categories: Presentation Accommodations, Equipment and Materials Accommodations, Response Accommodations, Scheduling/Timing Accommodations, and Setting Accommodations.

We also analyzed how the states' policies indicated that the accommodations were to be used: (1) *Allowed (A)*—if the accommodation is used, the student must be given the score she or he earned, the student's score must be aggregated, and the score must be used for accountability purposes. (2) *Unique Aggregated (UA)*—an added category for those situations in which an accommodation that may be called conditional or nonstandard is used, the student is given his or her earned score, and the student's score is aggregated and used for accountability purposes. As previously noted this variable replaces the A\* variable that was used in the 2005 report; A\* was defined as nonstandard with no implications for scoring or aggregation. (3) *Allowed in Certain Circumstances (AC)*—the accommodation is allowed on some assessments and not others. (4) *Allowed with Implications for Scoring and/or Aggregation (AI)*—if the accommodation is used, the student automatically receives a certain score (e.g., zero or below basic) or the score is not aggregated. (5) *Prohibited (P)*—the use of this accommodation on statewide testing is not permitted.

For this analysis, we included an accommodation in our report if it was mentioned in the policies of at least six regular or unique states. This resulted in nine additional Presentation Accommodations being added in this 2007 update: Teacher Highlighting, Student Highlighting, Student Reads Test Aloud, Native Language Translation of Directions and/or Items, Increased Space Between Items, Simplify/Paraphrase Directions, Tactile Graphics, Prompt/Encourage Student, and Page Turner.

Equipment and Materials Accommodations also saw an increase in the number of different accommodations mentioned in statewide policies. For 2007, 12 additional accommodations were added: Adapted Writing Tools, Slant Board/Wedge, Secure Paper to Work Area, Visual

Organizers, Color Overlay, Assistive Technology, Special Paper, Math Tables/Number Line, Dictionary/Glossary, Thesaurus, Keyboard, and Graphic Organizers.

Additions to the Response Accommodations category included the addition of one new accommodation—Monitor Placement of Student Responses. Flexible Scheduling was added to our analysis of Scheduling and Timing Accommodations.

Three accommodations were added to the Setting Accommodations reporting: Increase/Decrease Opportunity for Movement, Hospital, and Non-school Setting.

It should be noted that many of these newly added accommodations were listed in the “Other” category for 2005. However, in many cases the frequency in which these accommodations were mentioned in statewide policies has increased.

## Presentation Accommodations

Presentation accommodations alter the way in which a test is presented to a student. Table 1 provides a summary of the presentation accommodations documented in state accommodation policies. State specific detailed information about these accommodations is included in Tables B.18 through B.20 in Appendix B.

The most frequently allowed presentation accommodations were: Large Print, Braille, Sign Interpret Directions, and Read Aloud Directions. The policies of 47 states allow the Large Print accommodation without any restrictions, and an additional two states allow the accommodation in certain circumstances. Forty-seven states permitted the use of Braille without restrictions, with one additional state allowing Braille under certain circumstances and with implications for scoring, and another state allowing the use of Braille as a unique aggregated accommodation/allowed in certain circumstances.

Read Aloud is represented in this analysis as two separate accommodations: Read Aloud Directions and Read Aloud Questions. Read Aloud Directions is permitted in all circumstances in 31 states, and in an additional 10 states under certain circumstances. Read Aloud Questions continues to be one of the more controversial accommodations. That is, there was a lack of consensus across states as to whether this accommodation should be allowed or allowed with restrictions. Although 50 states allowed questions to be read aloud, only three of these states allowed questions to be read aloud without restrictions. Two states’ policies about reading the questions aloud to a student indicated that it was a unique aggregated accommodation/allowed in certain circumstances. Twenty-four states permitted questions to be read aloud only in certain circumstances (e.g., on the math test, but not on the reading test). The policies of 20 states allowed questions to be read aloud in certain circumstances and with implications for scoring.

Sign Language Interpretation is also represented in this analysis as two separate accommodations: Sign Interpret Directions and Sign Interpret Questions. Thirty-nine states permitted directions to be signed without restrictions, and four states indicated that directions may be signed under certain circumstances (e.g., on the math test, but not on the reading test). Forty states allowed test questions to be signed. Of these, 11 states permitted questions to be signed without restrictions; two states' policies about sign interpretation of questions indicated it was a unique aggregated accommodation/allowed in certain circumstances. A total of 19 states allowed questions to be signed in certain circumstances. An additional eight states indicated that questions may be signed in certain circumstances and with implications for scoring. As with the Read Aloud Accommodation, it is more controversial to sign questions than to sign directions. As indicated in Table B.20 in Appendix B, there were more limitations placed on sign interpretation of reading tests than sign interpretation of mathematics or science tests.

The unique states' accommodations policies are summarized in Table 1b. In the unique states, the most commonly allowed presentation accommodations included the following: (1) Large Print, (2) Braille, and (3) Sign Interpret Directions.

In addition to the accommodations listed in Tables 1a and 1b, 37 states and 6 unique states had Other Presentation Accommodations. These accommodations are listed in detail in Table B.19 in Appendix B.

### **Changes Since 2005**

As in 2005, Large Print, Braille, Sign Interpret Directions, and Read Aloud Directions were the most frequently allowed presentation accommodations. In both 2005 and 2007, most states permitted questions to be read aloud with restrictions (e.g., in certain circumstances or with implications for scoring), although the number of states allowing this accommodation increased from 45 states in 2005 to 49 states in 2007. Similarly, in both 2005 and 2007, most states allowed questions to be signed, with or without restrictions. The number of states allowing this accommodation increased by one, from 39 states in 2005 to 40 states in 2007.

**Table 1a. Number of Regular States that Allow or Prohibit Selected Presentation Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Large Print	47	2	0	0	0	0
Braille	47	0	0	1	1	0
Read Aloud Directions	31	10	0	0	0	0
Read Aloud Questions	3	24	0	20	2	0
Sign Interpret Directions	39	4	0	0	0	0
Sign Interpret Questions	11	19	0	8	2	0
Repeat/Re-Read/Clarify	30	3	0	0	0	0
Visual Cues	17	0	0	0	0	0
Administration by Others	7	0	0	0	0	0
Familiar Examiner	18	1	1	0	0	0
Additional Examples	4	0	0	0	0	0
Teacher Highlighting	25	1	0	1	0	0
Student Highlighting	16	1	0	1	0	0
Student Reads Test Aloud	14	0	0	1	0	0
Native Language Translation of Directions and/or Items	5	3	0	3	0	0
Increased Space Between Items	4	1	0	0	0	0
Simplify/Paraphrase Directions	13	2	2	1	1	1
Tactile Graphics	9	0	0	0	1	0
Prompt/Encourage Student	8	1	0	0	0	1
Page Turner	6	1	0	0	0	0

<sup>a</sup> In addition to the presentation accommodations listed in this table, 37 states have other presentation accommodations. See Table B.19 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

**Table 1b. Number of Unique States that Allow or Prohibit Selected Presentation Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Large Print	8	0	0	0	0	0
Braille	8	0	0	0	0	0
Read Aloud Directions	5	0	0	0	0	0
Read Aloud Questions	3	2	1	2	0	0
Sign Interpret Directions	7	0	0	0	0	0
Sign Interpret Questions	2	0	0	0	0	0
Repeat/Re-Read/Clarify	6	0	0	0	0	0
Visual Cues	2	0	0	0	0	0
Administration by Others	1	0	0	0	0	0
Familiar Examiner	2	0	0	0	0	0
Additional Examples	2	0	0	0	0	0
Teacher Highlighting	2	0	0	0	0	0
Student Highlighting	2	0	0	0	0	0
Student Reads Test Aloud	0	0	0	0	0	0
Native Language Translation of Directions and/or Items	1	0	0	0	0	0
Increased Space Between Items	1	0	0	0	0	0
Simplify/Paraphrase Directions	3	0	2	0	0	0
Tactile Graphics	1	0	0	0	0	0
Prompt/Encourage Student	0	0	0	0	0	0
Page Turner	0	0	0	0	0	0

<sup>a</sup> In addition to the presentation accommodations listed in this table, 6 unique states have other presentation accommodations. See Table B.19 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

Note: Two unique states were not included in these totals.

*Definitions:*

**Large Print** = all parts of the assessment are in print larger than that typically used.

**Braille** = all parts of the assessment are presented in Braille.

**Read Aloud Directions** = the directions portion of the assessment is read to the student.

**Read Aloud Questions** = the assessment items are read to the student.

**Sign Interpret Directions** = directions portion of the assessment presented to the student via sign language.

**Sign Interpret Questions** = assessment items presented to the student via sign language.

**Read/Re-read/Clarify Directions** = directions may be clarified through restatement for the student.

**Visual Cues** = additional visual cues are provided for students, such as arrows or stickers.

**Administration by Others** = someone other than regular test administrator gives test to student (e.g., special education or general education teacher).

**Familiar Examiner** = someone other than regular test examiner who the student knows and has worked with in the past gives the test to the student (e.g., special education teacher).

**Additional Examples** = in response to student request for more information or clarification, test administrator can supply additional examples to assist the student.

**Teacher Highlighting** = teacher uses a highlighter to highlight on test booklet (e.g., highlighting key words in directions).

**Student Highlighting** = student uses a highlighter to mark on test booklet.

**Student Reads Test Aloud** = student reads directions and/or items aloud to self.

**Native Language Translation of Directions and/or Items** = directions and/or test items are translated into the student's native language.

**Increased Space Between Items** = more blank space is given in the test booklet between items.

**Simplify/Paraphrase Directions** = in response to student request for more information or clarification, test administrator can simplify or paraphrase test directions.

**Tactile Graphics** = graphic items in the test are given through tactile representation.

**Prompt/Encourage Student** = test administrator may encourage or prompt the student to continue.

**Page Turner** = the student receives assistance turning the pages of the test booklet.

## Equipment and Materials Accommodations

Equipment and Materials accommodations are changes in the conditions of the assessment setting that involve the introduction of certain types of tools and assistive devices. Table 2a provides a summary of the equipment and materials accommodations documented in the regular states' policies. Many are related to the presentation of the test, but some are related to response, such as using a calculator or abacus.

The most frequently allowed equipment/materials accommodations were: Magnification Equipment, Amplification Equipment, Templates, and Light/Acoustics. Forty-six states' policies indicated that the use of magnification equipment was allowed without restrictions, while 42 states' policies indicated that the use of amplification equipment was allowed without restriction with one state allowing it in certain circumstances and with implications for scoring. Templates were allowed in 37 states and prohibited in one state, while the light/acoustics accommodation was allowed in 35 states.

The Calculator accommodation and Math Tables/Number Line were the most controversial accommodations. Calculators are mentioned in the policies of 46 states, allowed without restrictions in 10 states, allowed in certain circumstances in 19 states, allowed in certain circum-

stances with implications for scoring in 14 states (1 additional state allows the calculator with implications for scoring only), and reflected a unique aggregated accommodation/allowed in certain circumstances in two states. Math Tables/Number Line is mentioned in 19 states. They are allowed without restrictions in 4 states and allowed in certain circumstances in 6 states. In addition, two states allow Math Tables/Number Line with implications for scoring, and another 5 states allow this accommodation in certain circumstances with implications for scoring. Two states prohibit the use of Math Tables/Number Lines on their statewide assessments.

The unique states' Equipment and Materials Accommodations are summarized in Table 2b. In the unique states, the most commonly mentioned Equipment and Materials Accommodations were Amplification Equipment (allowed in 6 unique states), Magnification (allowed in 4 unique states), Templates (allowed in 4 unique states), Audio/Video (allowed in 4 unique states), Assistive Technology (allowed in 4 unique states), and Noise Buffer (allowed in 4 unique states). Calculators were indicated to be allowed without restrictions in three unique states, allowed in certain circumstances in one unique state, and allowed in certain circumstances with implications for scoring in three unique states.

Eighteen states and one unique state permitted the use of "Other" Equipment and Materials Accommodations that are not listed in Tables 2a and 2b, such as easels and slates, pointers, and correction fluid.

Additional details about Equipment/Material Accommodations is provided in Tables B.21 and B.22 in Appendix B.

### **Changes Since 2005**

As in 2005, the most frequently allowed equipment/materials accommodations were: Magnification Equipment, Amplification Equipment, Templates, and Light/Acoustics. One change in the policies from 2005 to 2007 is in the accommodations that states identified as prohibited. In 2005, one accommodation, Manipulatives, was listed as prohibited (1 state). In 2007, Manipulatives were no longer listed as prohibited. However, an additional three accommodations—Thesaurus, Math Tables/Number Line, and Templates—were listed as prohibited in at least one state each.

**Table 2a. Number of Regular States that Allow or Prohibit Selected Equipment/Material Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Magnification Equipment	46	0	0	0	0	0
Amplification Equipment	42	0	0	1	0	0
Light/Acoustics	35	0	0	0	0	0
Calculator	10	19	1	14	2	0
Templates	37	0	0	0	0	1
Audio/Video Equipment	12	6	0	3	0	0
Noise Buffer	31	1	0	0	0	0
Adaptive/Special Furniture	30	0	0	0	0	0
Abacus	20	8	0	3	0	0
Manipulatives	11	6	0	5	1	0
Adapted Writing Tools	21	1	0	0	0	0
Slant Board/Wedge	7	1	0	0	0	0
Secure Paper to Work Area	10	1	0	0	0	0
Visual Organizers	17	1	0	0	0	0
Color Overlay	20	0	0	0	0	0
Assistive Technology	11	7	0	3	1	0
Special Paper	18	1	0	0	0	0
Math Tables/Number Line	4	6	2	5	0	2
Dictionary/Glossary	8	8	0	4	0	0
Thesaurus	5	0	0	1	0	1
Keyboard	10	0	0	0	0	0
Graphic Organizers	9	1	0	1	0	0

<sup>a</sup> In addition to the equipment and materials accommodations listed in this table, 18 states have other equipment and materials accommodations. See Table B.22 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited



**Table 2b. Number of Unique States that Allow or Prohibit Selected Equipment/Material Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Magnification Equipment	4	0	0	0	0	0
Amplification Equipment	6	0	0	0	0	0
Light/Acoustics	2	0	0	0	0	0
Calculator	3	1	0	3	0	0
Templates	4	0	0	0	0	0
Audio/Video Equipment	4	0	0	0	0	0
Noise Buffer	4	0	0	0	0	0
Adaptive/Special Furniture	2	0	0	0	0	0
Abacus	2	0	0	0	0	0
Manipulatives	1	0	0	0	0	0
Adapted Writing Tools	2	0	0	0	0	0
Slant Board/Wedge	1	0	0	0	0	0
Secure Paper to Work Area	1	0	0	0	0	0
Visual Organizers	0	0	0	0	0	0
Color Overlay	0	0	0	0	0	0
Assistive Technology	4	0	0	0	0	0
Special Paper	1	0	0	0	0	0
Math Tables/Number Line	2	0	0	0	0	0
Dictionary/Glossary	1	0	0	0	0	0
Thesaurus	0	0	0	0	0	0
Keyboard	0	0	0	0	0	0
Graphic Organizers	1	0	0	0	0	0

<sup>a</sup> In addition to the equipment and materials accommodations listed in this table, 1 unique state has other equipment and materials accommodations. See Table B.22 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

Note: Two unique states were not included in these totals.

*Definitions:*

**Magnification Equipment** = equipment that enlarges the print size of the test.

**Amplification Equipment** = equipment that increases the level of sound during the test (e.g. hearing aids).

**Light/Acoustics** = changes to the amount or placement of lighting or special attention to the acoustics of the test setting.

**Calculator** = standard calculator and special function calculator.

**Templates** = Templates used to mark location of focus on the test.

**Audio/Video Equipment** = audio or video equipment.

**Noise Buffer** = ear mufflers, white noise, and other equipment used to block external sounds.

**Adaptive or Special Furniture** = any furniture the student requires (e.g., for sitting upright).

**Abacus** = abacus or similar counting tools.

**Manipulatives** = Learning materials that are operated with the hands (e.g., math cubes, counters).

**Adapted Writing Tools** = Larger diameter pencil, pencil grip, or other writing tool that has been adapted for the student.

**Slant Board/Wedge** = slant board or wedge.

**Secure Paper to Work Area** = tape, magnets, or other device to secure paper to work area.

**Visual Organizers** = markers, masks, and other devices to mark location of focus on test.

**Color Overlay** = color overlay or shield.

**Assistive Technology** = assistive technology (e.g., head wand, Kurzweil software).

**Special Paper** = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

**Math Tables/Number Line** = math tables or number line, provided for, or created by, the student.

**Dictionary/Glossary** = dictionary or glossary in English, English/other language, or other language only.

**Thesaurus** = thesaurus.

**Keyboard** = keyboard or adaptive keyboard.

**Graphic Organizers** = graphic organizers created before or during the testing situation.

## Response Accommodations

Response accommodations are changes in how a student responds to elements of the assessment process. Table 3a summarizes the response accommodations documented by the regular states.

The most frequently allowed response accommodations were: Braille, Write in Test Booklets, Proctor/Scribe, and Computer/Machine. The policies of 41 states allowed the use of a Braille without restrictions, one state allowed Braille in certain circumstances as a unique aggregated accommodation/allowed in certain circumstances.

There was no general consensus across states for whether many of the response accommodations should be permitted in all circumstances or only with restrictions. For example, as indicated in Table 3a, 49 states permitted the use of a Proctor or Scribe; however, only 33 states allowed it without restrictions. When Computers were mentioned as an allowed accommodation, it was often with special instructions regarding the availability of the spell checking function. Writing in Test Booklets is another commonly allowed accommodation; it is permitted without restrictions in 35 states, and allowed in certain circumstances in four states (one of these states also has implications for scoring). Other commonly mentioned response accommodations include Braille, Pointing, and the use of a Communication Device. Twelve states allowed the use of Speech/Text Devices without restrictions, while eight states allowed their use only in certain circumstances, one state allowing them with implications for scoring, and an additional four states allowing them in certain circumstances and with implications for scoring. One state considered Speech/Text devices to be a unique aggregated accommodation/allowed in certain circumstances.

Table 3b summarizes the response accommodations reported in the policies of the unique states. The most frequently mentioned response accommodations in the unique states' policies were Proctor or Scribe (allowed in 7 unique states; allowed in certain circumstances in one unique state); Computer or Machine (allowed in 6 unique states); and Write in Test Booklets (allowed in 6 unique states).

Seventeen regular states and three unique states also permitted the use of "Other" Response Accommodations that are not listed in Tables 3a and 3b. These included increased size of answer bubbles and recording responses on a slate or dry erase board.

For additional information on these accommodations as well as more detailed information on the response accommodations, see Tables B.24-B.26 in Appendix B.

### **Changes Since 2005**

As in 2005, Braille, Write in Test Booklets, Proctor/Scribe, and Computer/Machine were the most frequently allowed response accommodations. However, in 2005 tape recorder was allowed without restriction in 33 states but only in 19 states in 2007. In both the 2005 and 2007 reports, there was no general consensus among states about which response accommodations should be allowed without restriction, but there was an overall decrease in the number of states permitting certain response accommodations without restriction. For example, in 2005, 12

states permitted the Spell Checker accommodation without restrictions. In 2007, this number decreased to seven states. Sign Responses to Sign Language Interpreter was allowed without restrictions in 25 states in 2005. In 2007, the number of states allowing the accommodation without restriction was down to 18 states.

**Table 3a. Number of Regular States that Allow or Prohibit Selected Response Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Proctor/Scribe	33	9	1	5	1	0
Computer or Machine	31	8	0	3	1	0
Write in Test booklets	35	3	0	1	0	0
Tape Recorder	19	5	1	1	0	0
Communication Device	20	4	0	2	1	0
Spell Checker/ Assistance	7	7	1	4	1	1
Braille	41	0	0	0	1	0
Sign Responses to Sign Language Interpreter	18	1	1	3	0	0
Pointing	21	3	0	1	1	0
Speech/Text Device	12	8	1	4	1	0
Monitor Placement of Student Responses	6	0	0	0	0	0

<sup>a</sup> In addition to the response accommodations listed above, 17 states had other response accommodations. See Table B.25 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

**Table 3b. Number of Unique States that Allow or Prohibit Selected Response Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Proctor/Scribe	7	1	0	0	0	0
Computer or Machine	6	0	0	0	0	0
Write in Test booklets	6	0	0	0	0	0
Tape Recorder	5	0	0	0	0	0
Communication Device	4	0	0	0	0	0
Spell Checker/ Assistance	2	1	1	2	0	0
Braille	2	0	0	0	0	0
Sign Responses to Sign Language Interpreter	4	0	0	0	0	0
Pointing	5	0	0	0	0	0
Speech/Text Device	2	0	0	0	0	0
Monitor Placement of Student Responses	4	0	0	0	0	0

<sup>a</sup> In addition to the response accommodations listed in this table, 3 unique states had other response accommodations. See Table B.25 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

Note: Two unique states were not included in these totals.

*Definitions:*

**Proctor/Scribe** = student responds verbally and a proctor or scribe then translates this to an answer sheet; for writing extended responses, specific instructions about how spelling and punctuation may be included.

**Computer or Machine** = computer or other machine (e.g., typewriter).

**Write in Test Booklet** = responses may be written in the test booklet rather than on answer sheets.

**Tape Recorder** = student’s verbal responses are tape recorded, generally for later description.

**Communication Device** = various devices for the student to use in giving responses (e.g., symbol boards).

**Spell Checker/Assistance** = spell checker as a separate device or within a word-processing program.

**Braille** = device or computer that generates responses in Braille.

**Sign Responses to Sign Language Interpreter** = responses may be given by sign language to a sign language interpreter.

**Pointing** = student points to response and staff member translates this onto an answer sheet.

**Speech/Text Device** = student’s verbal responses are transferred to text via speech/text device.

**Monitor Placement of Student Responses** = the test administrator or other assistant monitor’s the placement of the student’s responses on the answer sheet.

## Scheduling/Timing Accommodations

Scheduling/timing accommodations are changes in the timing or scheduling of an assessment; these accommodations are summarized for regular states in Table 4a. The most frequently allowed accommodations in this category were Testing with Breaks, Time Beneficial to Student, and Extended Time. Forty-three states allowed Testing with Breaks with no restrictions, one state allowed this accommodation in certain circumstances, and one state's policy reflected it as a unique aggregated accommodation/allowed in certain circumstances. The Time Beneficial to Student accommodation was allowed without restrictions in 35 states, and the Extended Time accommodation was permitted without restrictions in 34 states. Four additional states indicated that Extended Time may be used in certain circumstances, one state indicated that this accommodation was allowed in certain circumstances with implications for scoring, and one state considered it a unique aggregated accommodation/allowed in certain circumstances. Two states prohibited Testing Over Multiple Days; no other scheduling and timing accommodations were prohibited by any states.

Scheduling and timing accommodations for the unique states are summarized in Table 4b. Similar to the regular states, the commonly allowed accommodations were Extended Time and Testing with Breaks. In contrast to regular states, most of the unique states allowed Testing Over Multiple Days.

Seven states listed "Other" scheduling/timing accommodations that were not listed in Table 4a. Among these "Other" accommodations were fewer achievement subtests in a given day (1 state), and allowing the student to terminate testing when he or she can no longer continue (3 states). Two unique states had one other accommodation, changing the time of day the test is given.

Additional information on these other accommodations, for both regular and unique states, as well as detailed information about the scheduling/timing accommodations can be found in Tables B.24 and B.25 in Appendix B.

### **Changes Since 2005**

As in 2005, the most frequently allowed scheduling/timing accommodations were: With Breaks, Time Beneficial to Students, and Extended Time. The number of states allowing the extended time accommodation decreased from 41 states allowing the accommodation in 2005 to 34 states mentioning the accommodation as allowed in 2007. This change is most likely due to a number of states developing tests that are untimed. Other timing and scheduling accommodations remained about the same from 2005 to 2007.

**Table 4a. Number of Regular States that Allow or Prohibit Selected Scheduling/Timing Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Extended Time	34	4	0	1	1	0
With Breaks	43	1	0	0	1	0
Multiple Sessions	23	1	0	0	0	0
Time Beneficial to Student	35	1	0	0	0	0
Over Multiple Days	18	3	0	0	0	2
Flexible Scheduling	12	3	0	0	0	0

<sup>a</sup> In addition to the scheduling/timing accommodations listed in this table, 7 states had other scheduling/timing accommodations. See Table B.28 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

**Table 4b. Number of Unique States that Allow or Prohibit Selected Scheduling/Timing Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Extended Time	7	0	0	0	0	0
With Breaks	7	0	0	0	0	0
Multiple Sessions	4	0	0	0	0	0
Time Beneficial to Student	2	0	0	0	0	0
Over Multiple Days	6	0	0	0	0	0
Flexible Scheduling	2	0	0	0	0	0

<sup>a</sup> In addition to the scheduling/timing accommodations listed in this table, 2 unique states had other response accommodations. See Table B.28 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

Note: Two unique states were not included in these totals.

*Definitions:*

**Extended Time** = student may take longer than the time typically allowed.

**With Breaks** = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

**Multiple Sessions** = assessments generally given in a single session can be broken into multiple sessions.

**Time Beneficial to Student** = administered at a time that is most advantageous to the student.

**Over Multiple Days** = administered over several days when the assessment is normally administered in one day.

**Flexible Scheduling** = the order of subtests may vary from the typical order of subtests.

## Setting Accommodations

Setting accommodations are changes in the test location or environment. These accommodations include Individual or Small Group administration, administration in a Separate Room or Carrel, and the Proximity of the Student's Seat to the Test Administrator. The results of our analysis for the regular states are displayed in Table 5a.

The most frequently allowed setting accommodations were: Individual, Small Group, Carrel, and Separate Room. Forty-six states permitted testing of students in Individual and Small Group settings with no restrictions on the use of these accommodations. Testing in a Carrel and testing in a Separate Room were indicated as allowed in the policies of 37 states. Testing in the Student's Home was more controversial. This accommodation was allowed without restrictions in 18 states' policies, and allowed in certain circumstances in the policies of 2 states. One state indicated that this accommodation could be used with implications for scoring and aggregation.

It is important to note that even though we documented that only five states allowed the testing of students in the Special Education Classroom, and one additional state allowed this setting accommodation in certain circumstances, the policies of many additional states implied this accommodation was permitted. It is likely that individualized or small group testing occurred in the special education classroom, but unless a policy explicitly stated that testing in the special education classroom was allowed as an accommodation, we did not mark it as allowed in this report.

The setting accommodation policies for the unique states are summarized in Table 5b. Both the Individual and Small Group accommodations were indicated in the policies as allowed without restrictions in seven unique states. Other commonly allowed setting accommodations in the unique states were Carrel (6 unique states); Seat Location/Proximity (5 unique states); Separate Room (4 unique states); and Hospital (4 unique states).

Twelve states listed "Other" setting accommodations in their policies, such as testing with background music or white noise (3 states), and with the teacher or test administrator facing the student (4 states). Four unique states listed "Other" setting accommodations, including testing in a specialized workstation (1 unique state), and adjusted grouping (2 unique states).



Additional information on these other setting accommodations, for both regular and unique states, as well as detailed information about the scheduling/timing accommodations can be found in Tables B.26 and B.27 in Appendix B.

### Changes Since 2005

As in 2005, the most frequently allowed setting accommodations were: Individual, Small Group, Carrel, and Separate Room. Similar to 2005, in 2007 most of the accommodations in the Setting Accommodations were not controversial; however, seven of the setting accommodations increased in the number of states allowing the accommodation without restrictions in 2007. The most dramatic increase was in the Separate Room accommodation (allowed in 31 states in 2005; now allowed in 37 states in 2007). Other accommodations increased by only one state (Individual, Group, Seat Location/Proximity, and Student’s Home). The Separate Room accommodation and Minimize Distractions were indicated as allowed in two additional states in 2007. One accommodation, testing in the Special Education Classroom, decreased from being allowed in 13 states in 2005 to allowed in five states in 2007.

**Table 5a. Number of Regular States that Allow or Prohibit Selected Setting Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Individual	46	0	0	0	0	0
Small Group	46	0	0	0	0	0
Carrel	37	0	0	0	0	0
Separate Room	37	0	0	0	0	0
Seat Location/ Proximity	34	0	0	0	0	0
Minimize Distractions	21	2	0	0	0	0
Student’s Home	18	2	1	0	0	0
Special Education Classroom	5	1	0	0	0	0
Increase/Decrease Opportunity for Movement	7	0	0	0	0	0
Hospital	15	0	0	0	0	0
Non-School Setting	5	0	0	0	0	0

<sup>a</sup> In addition to the setting accommodations listed in this table, 12 states had other setting accommodations. See Table B.31 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

**Table 5b. Number of Unique States that Allow or Prohibit Selected Setting Accommodations<sup>a</sup>**

Accommodation	Type of Accommodation/Impact of Use <sup>b</sup>					
	A	AC	AI	AC/AI	AC/UA	P
Individual	7	0	0	0	0	0
Small Group	7	0	0	0	0	0
Carrel	6	0	0	0	0	0
Separate Room	4	0	0	0	0	0
Seat Location/ Proximity	5	0	0	0	0	0
Minimize Distractions	3	0	0	0	0	0
Student's Home	3	0	0	0	0	0
Special Education Classroom	0	0	0	0	0	0
Increase/Decrease Opportunity for Movement	0	0	0	0	0	0
Hospital	4	0	0	0	0	0
Non-School Setting	2	0	0	0	0	0

<sup>a</sup> In addition to the setting accommodations listed in this table, 4 unique states had other setting accommodations. See Table B.31 in Appendix B for details.

<sup>b</sup> A = Allowed; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances *and* there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

Note: Two unique states were not included in these totals.

*Definitions:*

**Individual** = individual assessed separately from other students.

**Small Group** = student assessed in small group separate from other students.

**Carrel** = student assessed while seated in a study carrel.

**Separate Room** = student assessed in a separate room.

**Seat Location/Proximity** = student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

**Minimize Distractions** = student is assessed in a quiet environment..

**Student's Home** = student assessed at home, usually when out of school for illness or other reasons.

**Special Education Classroom** = student is assessed in the special education classroom.

**Increase/Decrease Opportunity for Movement** = student is assessed in an environment that allows for increased or decreased opportunity for movement (e.g., the student may be allowed to walk around)

**Hospital** = student is assessed in a hospital.

**Non-school Setting** = student is assessed in a non-school setting.

## Summary

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State policies on participation and accommodations continue to change. Most regular states had policies online in 2005; in 2007, all regular states have materials about participation and accommodation policies available online. These materials include a wide variety of documents, including policies and procedures, handouts for parents, and training materials.

The 2007 policies on participation and accommodation for students with disabilities may reflect changes that states have made as part of the ongoing peer review process for standards and assessments that began in 2004, and is required for states to receive Title I funds under No Child Left Behind (Christensen, Lail, & Thurlow, 2007; Thurlow, Christensen, & Lail, 2008)). In this peer review process, policies for participation and accommodation were included, and many states had outstanding issues in these areas and have been working to address them. Changes in the policies analyzed for this report may reflect states grappling with these issues.

There are also a number of additional noteworthy findings since 2005. These include findings on the most frequently allowed accommodations and other accommodations.

### Participation Policies

Participation policies continue to evolve and change. There have been a number of key changes since 2005, but many of these changes appear to be primarily fine-tuning of policies.

One important change in participation policies from 2005 is the number of additional student groups that are mentioned in statewide policies. For example, English language learners (ELLs) were explicitly mentioned in the participation policies in 45 states. ELLs with IEPs were indicated as an additional group in the policies of 45 states.

Fourteen states permitted all students to use accommodations with qualifications, an increase from six states in 2005. Another change since 2005 is that there are no states that allow all students to use accommodations without any restrictions.

States continue to clarify and specify when and how students with disabilities participate in statewide assessment. For example, most states in 2007 included instructional relevance and goals as criteria for making participation decisions. However, other variables focused on the assessment and student needs that can be used to make participation decisions decreased from 2005 to 2007. For example, making decisions based on the Content, Purpose, or Nature of the assessment was indicated in fewer policies in 2007 than in 2005. Similarly, basing decisions on Student Needs and Characteristics decreased from 2005 levels.

Another noteworthy change was the number of states that mentioned guidelines for administration of accommodations involving a third party/access assistant. The increase in the number of states with policies for each type of access assistant administration (i.e., Scribe, Reader, and Sign Language Interpreter) indicates that states understand the importance of providing instructions to scribes, readers, and sign language interpreters so that the test is administered appropriately, and provides a valid score for the student.

## Accommodations Policies

Historically, accommodations have sometimes been seen as a way to enable some students with disabilities to participate in statewide assessments. There was often little consideration of when it was appropriate to use a given accommodation (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005; Lazarus, Thurlow, Lail, Eisenbraun, & Kato, 2006). That approach has been changing, as indicated in the 2005 policies, and it continues to change. In 2007, we saw some states directing more attention to the validity of accommodation use through the category of the Unique Aggregated Accommodation. In these states, policymakers recognize that some accommodations are valid for a small group of students who may need them (e.g., a student who is unable to decode text), but that these accommodations may have been overused in the past. By allowing them as what we have called a Unique Aggregated Accommodation, students who need these accommodations are able to use them and thus receive a valid score for the assessment.

States were beginning to explore whether it is appropriate for students who meet certain eligibility criteria to receive a specified bundle of accommodations. For example, Texas has bundled three accommodations (orally reading all proper nouns associated with each passage before students begin individual reading, orally reading all questions and answer choices to students, and extending the testing time over a two-day period) for Grade 3, Grade 4, and Grade 5 students with dyslexia.

As in past years, we continue to find a wide variability in accommodations use across states (Thurlow, Altman, Cormier, & Moen, 2008). The current research base that seeks to validate accommodations is growing but remains limited. States are continuing to refine their understanding of how to appropriately enable some students with disabilities to meaningfully participate in statewide assessments. As Thurlow, Thompson, and Lazarus (2006) observed, “states now seem to be honing in on the need to clarify the purpose of the test and construct being tested, rather than just the goal of providing the student with access to the testing situation” (p. 662).

Some accommodations may be reflective of states’ interest in developing a new alternate assessment based on modified academic achievement standards (AA-MAS). Although the regulations for the AA-MAS were officially released in April 2007, some states were developing this assessment prior to the regulations. According to Lazarus, Thurlow, Christensen, and Cormier

(2007), commonly mentioned accommodations in states that had an AA-MAS as of summer 2007 included Larger Font, Increased Space Between Items, Breaks as Needed, and Dark or Raised Lines (p. 5). Although we cannot make a strong connection between the AA-MAS and the accommodations for this report, we note that in the analysis for this report, we found that 5 states allowed some form of Increased Space Between Items; Testing with Breaks increased from 40 states in 2005 to 43 states in 2007. As more states work to develop an AA-MAS, it is likely that statewide accommodations policies will continue to reflect the approach states take to incorporating accommodations into the test. Some states may decide to build accommodations into the design of the test, and others may continue to allow them as accommodations.

The Read Aloud Questions accommodation remains controversial, and there is little consensus among states as to when and how this accommodation should be used. Fewer states allowed this accommodation in 2007 than in 2005. Sign Interpretation of Questions stayed about the same as in 2005, with one additional state allowing this accommodation in 2007. Interestingly, more states allowed sign interpretation of questions without restriction than the read aloud questions accommodation. Eleven states allowed sign interpretation of questions without restrictions, compared to only three states for read aloud questions.

Technology-related accommodations continued to be used, and many of them were controversial. More states allowed certain technology-based accommodations as an alternative to (or in addition to) accommodations that serve a similar purpose but require the use of a third party to administer. We specifically tracked Assistive Technology for the first time in this update. In 2007, 11 states allowed the use of Assistive Technology without restriction; an additional 11 states allowed its used in certain circumstances, with implications for scoring, or as a unique accommodation. The Speech/Text Device may sometimes be used as a substitute for the Proctor/Scribe accommodation. It was allowed without restrictions in 14 states in 2005; by 2007, this number decreased to 12 states. However, states now are more thoughtfully considering when it is appropriate for this accommodation to be used and 14 allow its used in certain circumstances, with implications for scoring or as a unique accommodation.

Although the use of Computers has increased (from 25 to 31 states allowing it with no restrictions from 2005 to 2007), as technology has changed the mention of some other technology-related accommodations has decreased (for example, tape recorder). While states may be seeing some benefits to using technology-related accommodations, they are also demonstrating caution in their use.

The use of the Extended Time accommodation has decreased and is mentioned in state policies less frequently than in the last report. This may be due to the fact that more states are seeing extended time as a best practice rather than an accommodation, and are now offering untimed tests.

In 2007, the Setting Accommodations were mentioned more frequently in the state policies than they were in 2005. In general, these accommodations (e.g., Small group, Separate Room, Minimize Distractions) were not seen as controversial. However, by mentioning these accommodations explicitly in their policies, states are ensuring that students are getting the accommodations they need.

The overall number of prohibited accommodations has more than doubled since our last analysis. In 2005, 4 accommodations were prohibited including: manipulatives (1 state), spell checker (2 states), and testing over multiple days (1 state). In 2007, 9 accommodations were prohibited. These included spell checker (1 state), testing over multiple days (2 states), simplify/paraphrase directions (1 state), prompt/encourage the student (1 state), math tables/number line (2 states), templates (1 state), and thesaurus (1 state).

## Conclusions

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Participation and accommodation policies continue to evolve and change. There have been a number of key changes since 2005 as states continued to consider how and when students should participate in statewide assessments, and what accommodations, if any, they should receive. States need to consider carefully, however, the possible implications of deleting participation variables from policies that might be assumed to be general knowledge or common practice. Examples include eliminating the consideration of the purpose and nature of the assessment or student needs and characteristics from participation criteria. It is notable that states have increased their mention of English language learners (both with, and without IEPs) in their policies. Similarly, the increase in the number of states with guidelines for scribes, readers, and sign language interpreters is an indication that states are concerned about validity of test scores under these administration conditions.

States will likely continue to grapple with the many complex concerns and requirements related to accommodations, especially in light of the ongoing nature of the peer review process and the introduction of the AA-MAS option. This analysis indicates that many states have developed participation and accommodations policies that reflect their ongoing commitment to including all students with disabilities in statewide assessments.

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## Appendix A: State Documents Used in Analysis of Participation and Accommodation Policies

**Table A.1: State Documents Used in Analysis of Participation and Accommodation Policies**

Alabama	Alabama Department of Education - Alabama Student Assessment Program Policies and Procedures for Students of Special Populations <a href="ftp://ftp.alsde.edu/documents/91/PoliciesProcedures.pdf">ftp://ftp.alsde.edu/documents/91/PoliciesProcedures.pdf</a>
Alaska	<b>Alaska Department of Education &amp; Early Development - Participation Criteria in for Determining Student Eligibility in Alaska's Non-Diploma Track Alternate Assessment</b> <a href="http://www.educ.state.ak.us/tis/assessment/AlternateOpnall/05-06/ExpandedFormatPartCriteriaAug05.pdf">http://www.educ.state.ak.us/tis/assessment/AlternateOpnall/05-06/ExpandedFormatPartCriteriaAug05.pdf</a> <b>Alaska Department of Education and Early Development - Effective Decision Making: Accommodations and Modifications</b> <a href="http://www.educ.state.ak.us/tis/assessment/presentations/fall%2005/AccomandMods.ppt">http://www.educ.state.ak.us/tis/assessment/presentations/fall%2005/AccomandMods.ppt</a> <b>Alaska Department of Education and Early Development - Participation Guidelines for Alaska Students in State Assessments: Limited English Proficient and Special Education</b> <a href="http://www.educ.state.ak.us/tis/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf">http://www.educ.state.ak.us/tis/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf</a>
Arizona	<b>Arizona Department of Education - A Parent's Guide to Understanding AIMS Dual Purpose Assessment, Grades 3-8</b> <a href="http://www.ade.az.gov/standards/downloads/AIMSDPAbw.pdf">http://www.ade.az.gov/standards/downloads/AIMSDPAbw.pdf</a> <b>Arizona Department of Education - Testing Accommodations: Guidelines for 2006-2007</b> <a href="https://www.azed.gov/asd/lep/downloads/TestingAccommodations2006-07.pdf">https://www.azed.gov/asd/lep/downloads/TestingAccommodations2006-07.pdf</a> <b>Arizona Department of Education - Alternate Assessment Manual for the Arizona Student Achievement Program, October 2006</b> <a href="http://www.azed.gov/ess/SpecialProjects/aims-a/AlternateAssessmentManual.pdf">http://www.azed.gov/ess/SpecialProjects/aims-a/AlternateAssessmentManual.pdf</a> <b>Arizona Department of Education - AIMS Alternate Assessment FAQ</b> <a href="http://www.azed.gov/AIMS/FAQs/AlternateAssessment.asp">http://www.azed.gov/AIMS/FAQs/AlternateAssessment.asp</a> <b>Arizona Department of Education - Alternate Assessment Eligibility Criteria for State Assessments</b> <a href="http://www.ade.az.gov/ess/SpecialProjects/aims-a/EligibilityCriteriaForm1.pdf">http://www.ade.az.gov/ess/SpecialProjects/aims-a/EligibilityCriteriaForm1.pdf</a>

Arkansas	<p><b>Arkansas Department of Education - 2006-2007 Arkansas Alternate Portfolio Assessment System Participant Validation Form</b>  <a href="http://arksped.k12.ar.us/documents/specialprojects/SWD_Participant_Validation_Elec.pdf">http://arksped.k12.ar.us/documents/specialprojects/SWD_Participant_Validation_Elec.pdf</a></p> <p><b>Arkansas Department of Education - Consolidated State Application Accountability Plan</b>  <a href="http://www.arkansased.org/nclb/pdf/acctability_wkbk_022206.pdf">http://www.arkansased.org/nclb/pdf/acctability_wkbk_022206.pdf</a></p> <p><b>Arkansas Department of Education - Rules Governing the ACTAAP and the Academic Distress Program</b>  <a href="http://www.arkansased.org/nclb/pdf/h_qt_rules_080805.pdf">http://www.arkansased.org/nclb/pdf/h_qt_rules_080805.pdf</a></p> <p><b>Arkansas Department of Education - ACTAAP District and School Test Coordinator's Manual Benchmark Examinations at Grades 3-8 Grade 11 Literacy Examination</b>  <a href="http://ark.edu.state.ar.us/actaap/pdf/dstcmanual_benchlit06.pdf">http://ark.edu.state.ar.us/actaap/pdf/dstcmanual_benchlit06.pdf</a></p> <p><b>Arkansas Department of Education - ACTAAP District and School Test Coordinator's Manual The Iowa Tests Grades K-9</b>  <a href="http://arkedu.state.ar.us/actaap/pdf/dstmanual_iowak-9_06">http://arkedu.state.ar.us/actaap/pdf/dstmanual_iowak-9_06</a></p> <p><b>Arkansas Department of Education - Guidelines for Assessment Accommodations for Students with Disabilities (February 2005)</b>  <a href="http://arksped.k12.ar.us">http://arksped.k12.ar.us</a></p>
California	<p><b>California Department of Education - California Alternate Performance Assessment Participation Criteria</b>  <a href="http://www.cde.ca.gov/sp/se/sr/documents/partcitra.pdf">http://www.cde.ca.gov/sp/se/sr/documents/partcitra.pdf</a></p> <p><b>California Department of Education - Questions and Answers about the California High School Exit Examination (CAHSEE) Test Variations</b>  <a href="http://www.cde.ca.gov/ta/tg/hs/documents/qandatestvar.pdf">http://www.cde.ca.gov/ta/tg/hs/documents/qandatestvar.pdf</a></p> <p><b>California Department of Education - California High School Exit Examination (CAHSEE) Scribe and Sign Language Guidelines</b>  <a href="http://www.cde.ca.gov/ta/tg/hs/documents/scribeguide.doc">http://www.cde.ca.gov/ta/tg/hs/documents/scribeguide.doc</a></p> <p><b>California Department of Education - 2003 Standardized Testing and Reporting (STAR) Program Testing Students Out-of-Level (Below Level) and/or with Accommodations or Modifications and Returning Answer Documents for Scoring</b>  <a href="http://www.cde.ca.gov/nclb/sr/sa/documents/yr03wb0131atff.pdf">http://www.cde.ca.gov/nclb/sr/sa/documents/yr03wb0131atff.pdf</a></p> <p><b>California Department of Education - Core Adaptations</b>  <a href="http://www.cde.ca.gov/ta/tg/sr/capa.asp">http://www.cde.ca.gov/ta/tg/sr/capa.asp</a></p> <p><b>California Department of Education - Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</b>  <a href="http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf">http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf</a></p> <p><b>California Department of Education - Guides for 2007 STAR Program Tests: Information for Parents and Guardians</b>  <a href="http://www.cde.ca.gov/ta/tg/sr/documents/guides07tests.pdf">http://www.cde.ca.gov/ta/tg/sr/documents/guides07tests.pdf</a></p> <p><b>California Department of Education - CAHSEE Test Regulations</b>  <a href="http://www.cde.ca.gov/ta/tg/hs/documents/cahseeregs0706.doc">http://www.cde.ca.gov/ta/tg/hs/documents/cahseeregs0706.doc</a></p> <p><b>California Department of Education - STAR Test Regulations</b>  <a href="http://www.cde.ca.gov/ta/tg/sr/documents/starregs0207.doc">http://www.cde.ca.gov/ta/tg/sr/documents/starregs0207.doc</a></p>

Colorado	<p><b>Colorado Department of Education - CSAP Accommodations Documentation Checklist</b>  <a href="http://www.cde.state.co.us/cdeassess/accommodations.html">http://www.cde.state.co.us/cdeassess/accommodations.html</a></p> <p><b>Colorado Department of Education - CSAP Accommodations</b>  <a href="http://www.cde.state.co.us/cdeassess/accommodations.html">http://www.cde.state.co.us/cdeassess/accommodations.html</a></p> <p><b>Colorado Department of Education - 3rd Grade Math CSAP Alternate Eligibility Consideration Checklist</b>  <a href="http://www.cde.state.co.us/cdesped/download/pdf/EligChklist_3rd_Math.pdf">http://www.cde.state.co.us/cdesped/download/pdf/EligChklist_3rd_Math.pdf</a></p> <p><b>Colorado Department of Education - Guidelines for Determining Eligibility for the CSAPA</b>  <a href="http://www.cde.state.co.us/cdesped/download/pdf/CSAPA_Guidelines.pdf">http://www.cde.state.co.us/cdesped/download/pdf/CSAPA_Guidelines.pdf</a></p> <p><b>Colorado Department of Education - 2005-2006 Procedures Manual for the Colorado Student Assessment Program</b>  <a href="http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2006/2005_2006_Proc_Man.pdf">http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2006/2005_2006_Proc_Man.pdf</a></p> <p><b>Colorado Department of Education - Colorado Student Assessment Program - A Guide for Parents</b>  <a href="http://www.cde.state.co.us/cdeassess/documents/parents/CSAP_Eng.pdf">http://www.cde.state.co.us/cdeassess/documents/parents/CSAP_Eng.pdf</a></p>
Connecticut	<p><b>Connecticut State Department of Education - Assessment Guidelines</b>  <a href="http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/agl_10th_edition-draft_12-15-05.pdf">http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/agl_10th_edition-draft_12-15-05.pdf</a></p> <p><b>Connecticut State Department of Education - CMT Test Accommodations Form</b>  <a href="http://www.state.ct.us/sde/deps/special/form_CMT.pdf">http://www.state.ct.us/sde/deps/special/form_CMT.pdf</a></p> <p><b>Connecticut State Department of Education - CAPT Test Accommodations Form</b>  <a href="http://www.state.ct.us/sde/deps/special/form_CAPT.pdf">http://www.state.ct.us/sde/deps/special/form_CAPT.pdf</a></p> <p><b>Connecticut State Department of Education - Instructions: Test Accommodation Form</b>  <a href="http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/accommodation_form/instructions_test_accomm_form_11-07-2005a.pdf">http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/accommodation_form/instructions_test_accomm_form_11-07-2005a.pdf</a></p>
Delaware	<p><b>Assessment and Analysis Group, Assessment and Accountability Branch, Delaware Department of Education - Delaware Student Testing Program: Guidelines for Inclusion of Students with Disabilities and English Language Learners</b>  <a href="http://www.doe.k12.de.us/aab/Guidelines%20for%20Inclusion%20apr%2014%2006.pdf">http://www.doe.k12.de.us/aab/Guidelines%20for%20Inclusion%20apr%2014%2006.pdf</a></p> <p><b>Delaware Department of Education and Center for Disabilities Studies, University of Delaware - Delaware Alternate Portfolio Assessment (DAPA-II) 2006-2007 A Brochure for Parents and Families</b>  <a href="http://www.udel.edu/cds/dapa/downloads/2006-07%20Parent%20Brochure.pdf">http://www.udel.edu/cds/dapa/downloads/2006-07%20Parent%20Brochure.pdf</a></p> <p><b>State of Delaware - Delaware Regulations: Delaware's Administrative Code</b>  <a href="http://regulations.delaware.gov/AdminCode/title14/100/101.shtml">http://regulations.delaware.gov/AdminCode/title14/100/101.shtml</a></p>
Florida	<p><b>Florida Department of Education - The IEP Team's Guide to FCAT Accommodations</b>  <a href="http://www.firn.edu/doe/bin00014/pdf/fcatteam.pdf">http://www.firn.edu/doe/bin00014/pdf/fcatteam.pdf</a></p> <p><b>Florida Department of Education - Test Accommodations for Students with Disabilities Available after 2003 FCAT</b>  <a href="http://www.firn.edu/doe/bin00014/pdf/fcatasd_chart2.pdf">http://www.firn.edu/doe/bin00014/pdf/fcatasd_chart2.pdf</a></p> <p><b>Florida Department of Education - FCAT Accommodations for Students with Disabilities</b>  <a href="http://www.firn.edu/doe/bin00014/fcat/fcat-par.pdf">http://www.firn.edu/doe/bin00014/fcat/fcat-par.pdf</a></p> <p><b>Florida Department of Education - Florida Alternate Assessment Participation Checklist</b>  <a href="http://info.fldoe.org/docushare/dsweb/Get/Document-1858/AA%20Check.pdf">http://info.fldoe.org/docushare/dsweb/Get/Document-1858/AA%20Check.pdf</a></p>

Georgia	<p><b>Georgia Department of Education - Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities</b>  <a href="http://www.doe.k12.ga.us/ci_testing.aspx">http://www.doe.k12.ga.us/ci_testing.aspx</a></p> <p><b>Georgia Department of Education - Georgia Student Assessment Program Student Assessment Handbook 2006-2007</b>  <a href="http://www.doe.k12.ga.us">http://www.doe.k12.ga.us</a></p>
Hawaii	<p><b>Hawaii State Department of Education - Chapter 5: Frequently Asked Questions about the HSAA and Alternate Assessments</b>  <a href="http://doe.k12.hi.us/ncib/parents/HSAA/HSAA%20FAQs%20SY%2006-07.pdf">http://doe.k12.hi.us/ncib/parents/HSAA/HSAA%20FAQs%20SY%2006-07.pdf</a></p> <p><b>Hawaii State Department of Education - Hawaii State Reading and Mathematics Assessment: Student Participation and Accommodations Handbook</b>  <a href="http://downloads.k12.hi.us/assessment/hawaiistateassessment/HSASpringTestInServices/HSRMAStudentParticipAndAccomodHdbk.pdf">http://downloads.k12.hi.us/assessment/hawaiistateassessment/HSASpringTestInServices/HSRMAStudentParticipAndAccomodHdbk.pdf</a></p> <p><b>Hawaii State Department of Education - Hawaii State Alternate Assessment: Student Participation Information Handbook, School Year 2006-2007</b>  <a href="http://doe.k12.hi.us/ncib/parents/HSAA/HSAAParticipationHandbook20062007.pdf">http://doe.k12.hi.us/ncib/parents/HSAA/HSAAParticipationHandbook20062007.pdf</a></p>
Idaho	<p><b>Idaho Statewide Testing Program - Test Coordinator's Guide</b>  <a href="http://www.sde.idaho.gov/instruct/docs/counseling/TCGuide.pdf">http://www.sde.idaho.gov/instruct/docs/counseling/TCGuide.pdf</a></p> <p><b>Idaho Statewide Testing Program - Policy for Inclusion of LEP Populations in district or Statewide Achievement Testing</b>  <a href="http://www.sde.idaho.gov/instruct/docs/counseling/LEP.pdf">http://www.sde.idaho.gov/instruct/docs/counseling/LEP.pdf</a></p>
Illinois	<p><b>Illinois State Board of Education - ISAT Test Administration Manual</b>  <a href="http://www.isbe.net/assessment/pdfs/2006_ISAT_TAM_3_5.pdf">http://www.isbe.net/assessment/pdfs/2006_ISAT_TAM_3_5.pdf</a></p> <p><b>Illinois State Board of Education - Participation Guidelines Form</b>  <a href="http://www.isbe.net/assessment/pdfs/43-53_iaa_partguide.pdf">http://www.isbe.net/assessment/pdfs/43-53_iaa_partguide.pdf</a></p>
Indiana	<p><b>Indiana Department of Education - ISTEP+ Program Manual 2006-2007</b>  <a href="http://www.doe.state.in.us/istep/ProgramManual.html">http://www.doe.state.in.us/istep/ProgramManual.html</a></p>
Iowa	<p><b>Iowa Department of Education - Iowa Alternate Assessment Educator's Guide: Section A, Participation Guidelines</b>  <a href="http://www.iowa.gov/educate/content/view/461/926/1/5">http://www.iowa.gov/educate/content/view/461/926/1/5</a></p> <p><b>University of Iowa, College of Education - ITBS/ITED Testing Program, Testing and Processing Documents for Special Circumstances</b>  <a href="http://www.education.uiowa.edu/itp/documents/05-06_SpecialCircumstances.pdf">http://www.education.uiowa.edu/itp/documents/05-06_SpecialCircumstances.pdf</a></p>

Kansas	<p><b>Kansas State Department of Education - KSDE Process Handbook, Chapter 4, The Individualized Education Program (IEP)</b>  <a href="http://www.ksde.org/ksde/ph01/ch4.html">http://www.ksde.org/ksde/ph01/ch4.html</a></p> <p><b>Kansas State Department of Education - Kansas Alternate Assessment 2006-2007 Teacher's Guide</b>  <a href="http://www.ksde.org/ksde/assmts/ksalt/kaatchguide.doc">http://www.ksde.org/ksde/assmts/ksalt/kaatchguide.doc</a></p> <p><b>Kansas State Department of Education - Kansas Guidelines for Determining State Assessment Accommodations for Students with Disabilities</b>  <a href="http://www.ksde.org/ksde/ph01/apA18.html">http://www.ksde.org/ksde/ph01/apA18.html</a></p> <p><b>Kansas State Department of Education - Kansas Reading and Mathematics General Assessments Examiner's Manual for All Grades</b>  <a href="http://www.ksde.org">http://www.ksde.org</a></p> <p><b>Kansas State Department of Education - Accommodations Manual</b>  <a href="http://www.ksde.org">http://www.ksde.org</a></p> <p><b>Kansas State Department of Education - Kansas State Assessments: Information for Parents of Students with Disabilities</b>  <a href="http://www.ksde.org/ksde/assmts/brochures/assmtsbrochbw.pdf">http://www.ksde.org/ksde/assmts/brochures/assmtsbrochbw.pdf</a></p>
Kentucky	<p><b>Kentucky Department of Education - Inclusion of Special Populations in the State-Required Assessment and Accountability Programs</b>  <a href="http://www.kentuckyschools.net/NR/rdonlyres/434456A0-02B0-4911-AFF7-2225760B646F/0/InclusionsDocument.pdf">http://www.kentuckyschools.net/NR/rdonlyres/434456A0-02B0-4911-AFF7-2225760B646F/0/InclusionsDocument.pdf</a></p>
Louisiana	<p><b>Louisiana Department of Education - LEAP Alternate Assessment, Level 2 Participation Criteria for Grades 4-11</b>  <a href="http://www.doe.state.la.us/lde/uploads/7992.pdf">http://www.doe.state.la.us/lde/uploads/7992.pdf</a></p> <p><b>Louisiana Department of Education - Guidelines for Selecting Test Accommodations for Students with Disabilities</b>  <a href="http://www.doe.state.la.us/lde/uploads/1615.pdf">http://www.doe.state.la.us/lde/uploads/1615.pdf</a></p> <p><b>Louisiana Department of Education - LEAP Alternate Assessment, Level 1 Participation Criteria for Grades 3-11</b>  <a href="http://www.doe.state.la.us/lde/uploads/4797.pdf">http://www.doe.state.la.us/lde/uploads/4797.pdf</a></p> <p><b>Louisiana Department of Education - Special Populations and Accommodations for LEAP and GEE</b>  <a href="http://www.doe.state.la.us/lde/uploads/8816.pdf">http://www.doe.state.la.us/lde/uploads/8816.pdf</a></p>
Maine	<p><b>Maine Department of Education - Accommodations vs Modifications Q&amp;A</b>  <a href="http://www.maine.gov/education/meal/accommodif.htm">http://www.maine.gov/education/meal/accommodif.htm</a></p> <p><b>Maine Department of Education - 2006-07 Policies and Procedures for Accommodations and Alternate Assessment to the MEA Grades 3-8</b>  <a href="http://www.maine.gov/education/meal/0607policiesprocedures.pdf">http://www.maine.gov/education/meal/0607policiesprocedures.pdf</a></p>
Maryland	<p><b>Maryland State Department of Education - 2006-2007 Maryland Accommodations Manual</b>  <a href="http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/11347/MDAccommodationsManual.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/11347/MDAccommodationsManual.pdf</a></p>

Massachusetts	<b>Massachusetts Department of Education - Requirements for the Participation of Students with Disabilities in MCAS</b> <a href="http://www.doe.mass.edu/mcas/participation/sped.pdf">http://www.doe.mass.edu/mcas/participation/sped.pdf</a>
Michigan	<b>Michigan Department of Education - MEAP District and Building Coordinator Handbook for the Academic Year 2006-2007</b> <a href="http://www.mi.gov/documents/MI_Dist_Coord_Manual_FINAL_082306_169777_7.pdf">http://www.mi.gov/documents/MI_Dist_Coord_Manual_FINAL_082306_169777_7.pdf</a> <b>Michigan Department of Education - IEP Team State Assessment Decision-Making Flow Chart</b> <a href="http://www.michigan.gov/documents/mde/Flow_Chart_Checklist_197499_7.pdf">http://www.michigan.gov/documents/mde/Flow_Chart_Checklist_197499_7.pdf</a>
Minnesota	<b>Minnesota Department of Education - Procedures Manual for the Minnesota Assessments</b> <a href="http://www.education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/011664.pdf">http://www.education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/011664.pdf</a> <b>Minnesota Department of Education - Minnesota Test of Academic Skills(MTAS): Questions and Answers</b> <a href="http://education.state.mn.us/mdeprod/groups/Assessment/documents/Publication/031089.pdf">http://education.state.mn.us/mdeprod/groups/Assessment/documents/Publication/031089.pdf</a>
Mississippi	<b>Mississippi Department of Education - Testing Students with Disabilities Regulations</b> <a href="http://www.mde.k12.ms.us/ACAD/osa/Testing_Students_with_Disabilities_4_17_07.pdf">http://www.mde.k12.ms.us/ACAD/osa/Testing_Students_with_Disabilities_4_17_07.pdf</a> <b>Mississippi Department of Education - Guidelines for Testing Students with Disabilities</b> <a href="http://www.mde.k12.ms.us/ACAD/osa/specpop.html">http://www.mde.k12.ms.us/ACAD/osa/specpop.html</a>
Missouri	<b>Missouri Department of Elementary and Secondary Education - Accommodations List for Students with Disabilities</b> <a href="http://www.dese.mo.gov/divimprove/assess/Accommodations_List_2006_Large_Print.pdf">http://www.dese.mo.gov/divimprove/assess/Accommodations_List_2006_Large_Print.pdf</a> <b>Missouri Department of Elementary and Secondary Education, Division of Special Education - FOCUS on...Issues in Special Education, State &amp; District-wide Assessments of School Achievement</b> <a href="http://dese.mo.gov/divspecced/Compliance/TAB/TAB_State_District_Assessments.pdf">http://dese.mo.gov/divspecced/Compliance/TAB/TAB_State_District_Assessments.pdf</a> <b>Missouri Department of Elementary and Secondary Education - Missouri Assessment Program Test Coordinator's Manual</b> <a href="http://www.dese.mo.gov/divimprove/assess/ancillaries/tcm_2007.pdf">http://www.dese.mo.gov/divimprove/assess/ancillaries/tcm_2007.pdf</a> <b>Missouri Department of Elementary and Secondary Education - MAP Alternate Determining Student Eligibility Worksheet</b> <a href="http://dese.mo.gov/divimprove/assess/IMAP_A/2006_map_a_eligibility_criteria_&amp;_supplement.pdf">http://dese.mo.gov/divimprove/assess/IMAP_A/2006_map_a_eligibility_criteria_&amp;_supplement.pdf</a>
Montana	<b>Montana Office of Public Instruction - CRT-Alternate Administration Manual</b> <a href="http://www.opi.mt.gov/Assessment/Phase2.html">http://www.opi.mt.gov/Assessment/Phase2.html</a> <b>Montana Office of Public Instruction - How to Include Students with Disabilities in Montana's Criterion-Referenced Test (CRT)</b> <a href="http://www.opi.mt.gov/Assessment/Phase2.html">http://www.opi.mt.gov/Assessment/Phase2.html</a> <b>Montana Office of Public Instruction - Iowa Tests Participation Options and Accommodations</b> <a href="http://opi.mt.gov/Assessment/Phase1.html">http://opi.mt.gov/Assessment/Phase1.html</a> <b>Montana Office of Public Instruction - CRT Accommodation Manual</b> <a href="http://www.opi.mt.gov/Assessment/Phase2.html">http://www.opi.mt.gov/Assessment/Phase2.html</a>

Nebraska	<p><b>Nebraska Department of Education</b> - Assessment Questions and Answers  <a href="http://www.nde.state.ne.us/SPED/adsites/documents/FAQAccommodations.pdf">http://www.nde.state.ne.us/SPED/adsites/documents/FAQAccommodations.pdf</a></p> <p><b>Nebraska Department of Education</b> - Accommodations Guidelines for the Instruction and Assessment of Students with Disabilities  <a href="http://www.nde.state.ne.us/SPED/schsupport/documents/AccommodationsManualNeb.pdf">http://www.nde.state.ne.us/SPED/schsupport/documents/AccommodationsManualNeb.pdf</a></p> <p><b>Nebraska Department of Education</b> - Alternate Standards and Assessments for Students with Disabilities  <a href="http://www.nde.state.ne.us/SPED/documents/AlternateAssessmentManual5-15-07.pdf">http://www.nde.state.ne.us/SPED/documents/AlternateAssessmentManual5-15-07.pdf</a></p>
Nevada	<p><b>Nevada Department of Education</b> - IEP Accommodations Form  <a href="http://www.doe.nv.gov/statetesting/npep.attachment/307342/IEP_Accommodations_Form.doc">http://www.doe.nv.gov/statetesting/npep.attachment/307342/IEP_Accommodations_Form.doc</a></p> <p><b>Nevada Department of Education</b> - Section 504 Accommodations Form  <a href="http://www.doe.nv.gov/statetesting/npep.attachment/307344/Section_504_Accommodations_Form.doc">http://www.doe.nv.gov/statetesting/npep.attachment/307344/Section_504_Accommodations_Form.doc</a></p> <p><b>Nevada Department of Education</b> - Guidelines for Student Participation in NASAA  <a href="http://www.doe.nv.gov/statetesting/npep.attachment/307346/NASAAquestions.doc">http://www.doe.nv.gov/statetesting/npep.attachment/307346/NASAAquestions.doc</a></p>
New Hampshire	<p><b>New Hampshire Department of Education</b> - Request for Use of Other Accommodation  <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm</a></p> <p><b>New Hampshire Department of Education</b> - New England Common Assessment Program Principal/Test Coordinator Manual  <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm</a></p> <p><b>New Hampshire Department of Education</b> - New England Common Assessment Program Accommodations, Guidelines, and Procedures: Administrator Training Guide  <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm</a></p> <p><b>New Hampshire Department of Education</b> - New Hampshire Alternate Assessment Educators' Manual  <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/NHEIAP-Alt.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/NHEIAP-Alt.htm</a></p> <p><b>New Hampshire Department of Education</b> - Request for Medical Exemption from NECAP General Assessment  <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/Fall2006Materials.htm</a></p>
New Jersey	<p><b>New Jersey Department of Education</b> - New Jersey Assessment of Skills &amp; Knowledge  <a href="http://www.state.nj.us/education/assessment/MS/5-7/tcm.pdf">http://www.state.nj.us/education/assessment/MS/5-7/tcm.pdf</a></p> <p><b>New Jersey Department of Education</b> - Accommodations Provided in NAEP and New Jersey State Assessments  <a href="http://www.state.nj.us/education/assessment/naep/accommodation.pdf">http://www.state.nj.us/education/assessment/naep/accommodation.pdf</a></p> <p><b>New Jersey Department of Education</b> - Guidelines to Determine Which Students Should Participate in the New Jersey Statewide Assessment Through the Alternate Proficiency Assessment  <a href="http://www.state.nj.us/education/assessment/opa/guidelines.pdf">http://www.state.nj.us/education/assessment/opa/guidelines.pdf</a></p> <p><b>New Jersey Department of Education</b> - Accommodations and Modifications of Test Administration Procedures for Statewide Assessments  <a href="http://www.state.nj.us/education/special/acom900.htm">http://www.state.nj.us/education/special/acom900.htm</a></p>



New Mexico	<p><b>New Mexico Public Education Department - New Mexico Statewide Assessment Program (NMSAP) Procedures Manual</b>  <a href="http://www.ped.state.nm.us/div/acc.assess/assess/dl/2006-2007%20NMSAP%20Procedures%20Manual_Final%20(2).pdf">http://www.ped.state.nm.us/div/acc.assess/assess/dl/2006-2007%20NMSAP%20Procedures%20Manual_Final%20(2).pdf</a></p> <p><b>New Mexico Public Education Department - Participation Criteria for the New Mexico Alternate Assessments</b>  <a href="http://www.ped.state.nm.us/seo/assessment/Making.Asmnt.Decisions.0607.NMAPA.doc">http://www.ped.state.nm.us/seo/assessment/Making.Asmnt.Decisions.0607.NMAPA.doc</a></p>
New York	<p><b>New York State Education Department - Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006-07</b>  <a href="http://www.veside.nysed.gov/special/publications/policy/ungraded.htm">http://www.veside.nysed.gov/special/publications/policy/ungraded.htm</a></p> <p><b>New York State Education Department - Test Access &amp; Accommodations for Students with Disabilities</b>  <a href="http://www.vesid.nysed.gov/special/publications/policy/testaccess/policyguide.htm">http://www.vesid.nysed.gov/special/publications/policy/testaccess/policyguide.htm</a></p>
North Carolina	<p><b>North Carolina Department of Public Instruction - North Carolina Testing Program Assessment Options</b>  <a href="http://www.dpi.state.nc.us/docs/accountability/policyoperations/nctpassessmentoptions.pdf">http://www.dpi.state.nc.us/docs/accountability/policyoperations/nctpassessmentoptions.pdf</a></p> <p><b>North Carolina Department of Public Instruction - Testing Students with Disabilities</b>  <a href="http://www.dpi.state.nc.us/docs/accountability/testing/alternate/disabilities/testingstudents.pdf">http://www.dpi.state.nc.us/docs/accountability/testing/alternate/disabilities/testingstudents.pdf</a></p>
North Dakota	<p><b>North Dakota Department of Public Instruction - North Dakota State Assessment Test Coordinator's Manual</b>  <a href="http://www.dpi.state.nd.us/testing/assess/manual.pdf">http://www.dpi.state.nd.us/testing/assess/manual.pdf</a></p>
Ohio	<p><b>Ohio Department of Education - Ohio Statewide Testing Program Rules Book</b>  <a href="http://www.ode.state.oh.us">http://www.ode.state.oh.us</a></p> <p><b>Ohio Department of Education - Ohio Alternate Assessment for Students with Disabilities: Framework for Participation</b>  <a href="http://www.ode.state.oh.us">http://www.ode.state.oh.us</a></p>
Oklahoma	<p><b>Oklahoma Department of Education - Criteria Checklist for Oklahoma's Alternate Assessments</b>  <a href="http://title3.sde.state.ok.us/studentassessment/06-07/AltAssessFlwcht112706.pdf">http://title3.sde.state.ok.us/studentassessment/06-07/AltAssessFlwcht112706.pdf</a></p> <p><b>Oklahoma Department of Education - Oklahoma Modified Alternate Assessment Program (OMAAP) Test Administration Manual</b>  <a href="http://title3.sde.state.ok.us/studentassessment/06-07/Riverside/1018093_OK_MOD_TAM_Gr3thru5_Math.pdf">http://title3.sde.state.ok.us/studentassessment/06-07/Riverside/1018093_OK_MOD_TAM_Gr3thru5_Math.pdf</a></p> <p><b>Oklahoma Department of Education - The Oklahoma School Testing Program</b>  <a href="http://title3.sde.state.ok.us/studentassessment/presentations/Special%20Ed%20Conference%202006.ppt">http://title3.sde.state.ok.us/studentassessment/presentations/Special%20Ed%20Conference%202006.ppt</a></p>

Oregon	<p><b>Oregon Department of Education - Accommodations Table: Knowledge and Skills Test Administration</b>  <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksacommtable0607.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksacommtable0607.pdf</a></p> <p><b>Oregon Department of Education - How have statewide assessment options changed for students with disabilities?</b>  <a href="http://www.ode.state.or.us/teachlearn/testing/admin/ait/ea/updates/200607/asmtoverview_10132006.pdf">http://www.ode.state.or.us/teachlearn/testing/admin/ait/ea/updates/200607/asmtoverview_10132006.pdf</a></p> <p><b>Oregon Department of Education - Helpful Guidelines for Statewide Assessment Decision Making for IEP Teams</b>  <a href="http://www.ode.state.or.us/teach/learn/testing/admin/ait/ea/updates/200607/decisionmaking_10132006.pdf">http://www.ode.state.or.us/teach/learn/testing/admin/ait/ea/updates/200607/decisionmaking_10132006.pdf</a></p> <p><b>Oregon Department of Education - Accommodations, Modifications, and Assistive Technology</b>  <a href="http://www.ode.state.or.us/teachlearn/conferencematerials/sped/2005/accommodatocosa.ppt">http://www.ode.state.or.us/teachlearn/conferencematerials/sped/2005/accommodatocosa.ppt</a></p> <p><b>Oregon Department of Education - Accommodations Tables: Writing Test Administration</b>  <a href="http://www.ode.state.or.w/teachlearn/testing/manuals/tables/asmtaracommtable0607.pdf">http://www.ode.state.or.w/teachlearn/testing/manuals/tables/asmtaracommtable0607.pdf</a></p> <p><b>Oregon Department of Education - NAEP-Oregon Accommodations Comparison Chart</b>  <a href="http://www.ode.state.or.us/initiatives/naep/naepacomchart_2007.pdf">http://www.ode.state.or.us/initiatives/naep/naepacomchart_2007.pdf</a></p> <p><b>- Accommodations Tables: English Language Proficiency Assessment</b>  <a href="http://www.ode.state.or.us/teachlearn/testing/admin/ell/asmtelpaacommtable0607.pdf">http://www.ode.state.or.us/teachlearn/testing/admin/ell/asmtelpaacommtable0607.pdf</a></p> <p><b>Oregon Department of Education - Standards for Public Elementary and Secondary Schools</b>  <a href="http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html">http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html</a></p> <p><b>Oregon Department of Education - Modifications Table: Knowledge Skills Test</b>  <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksmodtab60607.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables/asmtksmodtab60607.pdf</a></p> <p><b>Oregon Department of Education - Modifications Table: Writing Test</b>  <a href="http://www.ode.state.or.us/teachlearn/testing/manuals/tables.asmtwrmodtab60607.pdf">http://www.ode.state.or.us/teachlearn/testing/manuals/tables.asmtwrmodtab60607.pdf</a></p> <p><b>Oregon Department of Education - Decision process for Adaptations to Become Accommodations</b>  <a href="http://www.ode.state.or.us/opportunities/grants/sig/statewide-assessment/accommodations.pdf">http://www.ode.state.or.us/opportunities/grants/sig/statewide-assessment/accommodations.pdf</a></p>
Pennsylvania	<p><b>Pennsylvania Department of Education - Accommodations Guidelines</b>  <a href="http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2007_AccommodationsGuidelines.pdf">http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2007_AccommodationsGuidelines.pdf</a></p>
Rhode Island	<p><b>New England Common Assessment Program - Accommodations, Guidelines, and Procedures: Administrator Training Guide</b>  <a href="http://www.ridoe.net/assessment/docs/necap/accommodationstrainingguide.pdf">http://www.ridoe.net/assessment/docs/necap/accommodationstrainingguide.pdf</a></p> <p><b>Rhode Island Department of Education - Criteria for Participation in the Rhode Island Alternate Assessment System (RI/AA)</b>  <a href="http://www.ridoe.gov/assessment/DOCS/Alternate/2006_RIAA_ParticipationCriteria.pdf">http://www.ridoe.gov/assessment/DOCS/Alternate/2006_RIAA_ParticipationCriteria.pdf</a></p> <p><b>New England Common Assessment Program - NECAP Administration Workshop</b>  <a href="http://www.ridoe.net/assessment/docs/necap/2006/high%20school402006%20necap%20admin%20workshop_ri.ppt">http://www.ridoe.net/assessment/docs/necap/2006/high%20school402006%20necap%20admin%20workshop_ri.ppt</a></p>

South Carolina	<p><b>South Carolina Department of Education - PACT Test Administration Manual</b>  <a href="http://ed.sc.gov/agency/offices/assessment/pact/documents/pact-TAM-SDE.pdf">http://ed.sc.gov/agency/offices/assessment/pact/documents/pact-TAM-SDE.pdf</a></p> <p><b>South Carolina Department of Education - Testing Students with Disabilities: Frequently Asked Questions</b>  <a href="http://ed.sc.gov/agency/offices/assessment/Programs/AMC/documents/IEPteam_FAQ_0307.pdf">http://ed.sc.gov/agency/offices/assessment/Programs/AMC/documents/IEPteam_FAQ_0307.pdf</a></p> <p><b>South Carolina Department of Education - Participation Guidelines for Alternate Assessment</b>  <a href="http://ed.sc.gov/agency/offices/assessment/programs/SWD/documents/Partici2000.doc">http://ed.sc.gov/agency/offices/assessment/programs/SWD/documents/Partici2000.doc</a></p> <p><b>South Carolina Department of Education - Accommodations, Modifications, and Customized Forms</b>  <a href="http://ed.sc.gov/agency/offices/assessment/Programs/AMC/">http://ed.sc.gov/agency/offices/assessment/Programs/AMC/</a></p> <p><b>South Carolina Department of Education - HSAP Test Administration Manual</b>  <a href="http://ed.sc.gov/agency/offices/assessment/programs/hsap/documents/HSAPSpring07TAM.pdf">http://ed.sc.gov/agency/offices/assessment/programs/hsap/documents/HSAPSpring07TAM.pdf</a></p> <p><b>South Carolina Department of Education - End-of-Course Examination Test Administration Manual</b>  <a href="http://ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPSpring07TAM.pdf">http://ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPSpring07TAM.pdf</a></p>
South Dakota	<p><b>South Dakota Department of Education - Flowchart for assessment determination on IEP</b>  <a href="http://doe.sd.gov/oess/specialized/news/docs/AssessmentFlowchart.pdf">http://doe.sd.gov/oess/specialized/news/docs/AssessmentFlowchart.pdf</a></p> <p><b>South Dakota Department of Education - South Dakota Accommodations Manual</b>  <a href="http://doe.sd.gov/oess/specialized/forms/pdf/SDAccommodationsManual.pdf">http://doe.sd.gov/oess/specialized/forms/pdf/SDAccommodationsManual.pdf</a></p> <p><b>South Dakota Department of Education - Dakota Step Administration</b>  <a href="http://doe.sd.gov/octa/assessment/dakSTEP/docs/SD075p_TCH_STEP_T6_PO2_final(web).pdf">http://doe.sd.gov/octa/assessment/dakSTEP/docs/SD075p_TCH_STEP_T6_PO2_final(web).pdf</a></p>
Tennessee	<p><b>Tennessee Department of Education - 2006-2007 TCAP Accommodations Instructions</b>  <a href="http://tennessee.gov/education/speced/doc/tcap_acco_instructions06-07.pdf">http://tennessee.gov/education/speced/doc/tcap_acco_instructions06-07.pdf</a></p> <p><b>Tennessee Department of Education - TCAP-Alt Participation Guidelines</b>  <a href="http://tennessee.gov/education/speced/doc/tcap_part_guidelines06-07.pdf">http://tennessee.gov/education/speced/doc/tcap_part_guidelines06-07.pdf</a></p> <p><b>Tennessee Department of Education - ELL Accommodations and Exclusions</b>  <a href="http://tennessee.gov/education/assessment/doc/2007_ELL_Accom.pdf">http://tennessee.gov/education/assessment/doc/2007_ELL_Accom.pdf</a></p> <p><b>Tennessee Department of Education - TCAP Accommodations</b>  <a href="http://tennessee.gov/education/speced/doc/12_01_06TCAPAccppt.ppt">http://tennessee.gov/education/speced/doc/12_01_06TCAPAccppt.ppt</a></p> <p><b>Tennessee State Department of Education - TCAP Test Administration Manual</b>  <a href="http://www.state.tn.us/education/assessment/doc/ach_tam.pdf">http://www.state.tn.us/education/assessment/doc/ach_tam.pdf</a></p>
Texas	<p><b>Texas Education Agency- ARD Committee Decision-Making Process for the Texas Assessment Program</b>  <a href="http://www.tea.state.tx.us/student.assessment/admin/sdaa/ardtrain/ARD_manual0607.pdf">http://www.tea.state.tx.us/student.assessment/admin/sdaa/ardtrain/ARD_manual0607.pdf</a></p>
Utah	<p><b>Utah State Office of Education - Utah Performance Assessment System for Students Assessment Participation and Accommodations Policy, 2006-07</b>  <a href="http://www.schools.utah.gov/eval/documents/Special_Needs_Accommodations_Policy.pdf">http://www.schools.utah.gov/eval/documents/Special_Needs_Accommodations_Policy.pdf</a></p>

Vermont	<p><b>Vermont Department of Education - Participation Guidelines for Students with Special Assessment Needs</b>  <a href="http://education.vermont.gov/new/pdfdoc/pgm_alternate/options/participation_guidelines_092104.pdf">http://education.vermont.gov/new/pdfdoc/pgm_alternate/options/participation_guidelines_092104.pdf</a></p> <p><b>New England Common Assessment Program - Accommodations, Guidelines, and Procedures: Administrator Training Guide</b>  <a href="http://education.vermont.gov/new/pdfdoc/pgm_assessment/ncap/accommodations_guide_0906.pdf">http://education.vermont.gov/new/pdfdoc/pgm_assessment/ncap/accommodations_guide_0906.pdf</a></p> <p><b>Vermont Department of Education - Documentation of Eligibility for Alternate Assessment</b>  <a href="http://education.vermont.gov/new/pdfdoc/pgm_alternate/portfolio/02_eligibility_040507.pdf">http://education.vermont.gov/new/pdfdoc/pgm_alternate/portfolio/02_eligibility_040507.pdf</a></p> <p><b>Vermont Department of Education - Alternate Assessment Decision-Making Process: Matching Students to Assessment Options</b>  <a href="http://education.vermont.gov/new/pdfdoc/pdfdoc/pgm_alternate/portfolio/02_decision_process_040507.pdf">http://education.vermont.gov/new/pdfdoc/pdfdoc/pgm_alternate/portfolio/02_decision_process_040507.pdf</a></p>
Virginia	<p><b>Commonwealth of Virginia Department of Education - Procedures for Participation of Students with Disabilities in Virginia's Accountability System</b>  <a href="http://www.doe.virginia.gov/VDOE/Assessment/Participation_Guidelines_for_SWD.pdf">http://www.doe.virginia.gov/VDOE/Assessment/Participation_Guidelines_for_SWD.pdf</a></p> <p><b>Commonwealth of Virginia Department of Education - Guidelines for the Participation of Students with Disabilities in the Assessment Components of Virginia's Accountability System</b>  <a href="http://www.doe.virginia.gov/VDOE/Assessment/SWDSol.html">http://www.doe.virginia.gov/VDOE/Assessment/SWDSol.html</a></p> <p><b>Commonwealth of Virginia Department of Education Virginia Standards of Learning Assessments - Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program</b></p> <p><b>Virginia Department of Education - Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments</b>  <a href="http://www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf">http://www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf</a></p>
Washington	<p><b>Washington Office of Superintendent of Public Instruction - Guidelines for Special Populations in State Assessment Programs</b>  <a href="http://www.k12.wa.us/SpecialEd/pubdocs/assess/Guidelines_Participation_Testing_Accommodations_Special_Populations.pdf">http://www.k12.wa.us/SpecialEd/pubdocs/assess/Guidelines_Participation_Testing_Accommodations_Special_Populations.pdf</a></p> <p><b>Washington Office of Superintendent of Public Instruction - How Students in Special Education Participate in Special Education</b>  <a href="http://www.k12.wa.us/resources/2007/studentsspecialeducation/testing.pdf">http://www.k12.wa.us/resources/2007/studentsspecialeducation/testing.pdf</a></p>

West Virginia	<p><b>West Virginia Department of Education - West Virginia Online Writing Assessment Grades 7 and 10: Administration Manual</b>  <a href="http://writing.k12.wv.us/pdf/2007%20">http://writing.k12.wv.us/pdf/2007%20</a></p> <p><b>West Virginia Department of Education - Writing Assessment Administration Manual</b>  <a href="http://writing.k12.wv.us/pdf/WA%202007_%204th%20Grade%20Administration%20Manual%20Final.pdf">http://writing.k12.wv.us/pdf/WA%202007_%204th%20Grade%20Administration%20Manual%20Final.pdf</a></p> <p><b>West Virginia Department of Education - West Virginia Alternate Performance Task Assessment (APTA)</b>  <a href="http://apta.k12.wv.us/pdf/APTA%20Test%20Examiners%20Manual%202007%204-4-07.pdf">http://apta.k12.wv.us/pdf/APTA%20Test%20Examiners%20Manual%202007%204-4-07.pdf</a></p> <p><b>West Virginia Department of Education - Test Coordinators Manual: West Virginia Educational Standards Test (WESTEST)</b>  <a href="http://westest.k12.wv.us/pdf/49434_Gd%203-810_tcm_wv_2007%20FINAL.pdf">http://westest.k12.wv.us/pdf/49434_Gd%203-810_tcm_wv_2007%20FINAL.pdf</a> <b>West Virginia Department of Education - West Virginia Guidelines for Participation in State Assessments</b>  <a href="http://wvde.state.wv.us/ose/wv0506GuidelinesforParticipationStAssessments.pdf">http://wvde.state.wv.us/ose/wv0506GuidelinesforParticipationStAssessments.pdf</a></p>
Wisconsin	<p><b>Wisconsin Department of Public Instruction - The Assessment Matrix</b>  <a href="http://dpi.wi.gov/oealpdf/assessmatrix07.pdf">http://dpi.wi.gov/oealpdf/assessmatrix07.pdf</a></p> <p><b>Wisconsin Department of Public Instruction - Wisconsin Alternate Assessment Participation Checklist</b>  <a href="http://dpi.wi.gov/sped/doc/Porm-i7a.doc">http://dpi.wi.gov/sped/doc/Porm-i7a.doc</a></p> <p><b>Wisconsin Department of Public Instruction - Understanding How Scores are Reported for Students with Disabilities on the Proficiency Summary Reports for the Wisconsin Knowledge and Concepts Examinations, 5/99</b>  <a href="http://dpi.gov/sped/assmtscore.html">http://dpi.gov/sped/assmtscore.html</a></p> <p><b>Wisconsin Department of Public Instruction - WKCE Accommodations 2006-07</b>  <a href="http://dpi.wi.gov/sped/ppt/ass-wkce.pps">http://dpi.wi.gov/sped/ppt/ass-wkce.pps</a></p> <p><b>Wisconsin Department of Public Instruction - Including Special Needs Students in State Assessments</b>  <a href="http://dpi.wi.gov/oeal/specneed.html">http://dpi.wi.gov/oeal/specneed.html</a></p>
Wyoming	<p><b>Wyoming Department of Education - Wyoming Accommodations Manual for Instruction and Assessment</b>  <a href="http://www.k12.wy.us/SAAPaws/docs/AccommodationsManual.pdf">http://www.k12.wy.us/SAAPaws/docs/AccommodationsManual.pdf</a></p> <p>- Allowable Accommodations for PAWS and WELLA  <a href="http://www.k12.wy.us/SAAPaws/docs/FAQ_For_Accommodations.pdf">http://www.k12.wy.us/SAAPaws/docs/FAQ_For_Accommodations.pdf</a></p> <p>- Frequently Asked Questions about 2007 Allowable Accommodations  <a href="http://www.k12.wy.us/SAAPaws/docs/FAQ_For_Accommodations.pdf">http://www.k12.wy.us/SAAPaws/docs/FAQ_For_Accommodations.pdf</a></p> <p>- Guidelines for Participation in Wyoming's Alternate Assessment for Students with the Most Significant Cognitive Disabilities  <a href="http://www.k12.wy.us/SAAPaws/docs/participation_guidelines_ALT.pdf">http://www.k12.wy.us/SAAPaws/docs/participation_guidelines_ALT.pdf</a></p>

Unique States	
American Samoa	<b>American Samoa Department of Education - Individualized Education Plan</b> <b>American Samoa Department of Education - Assessment Participation Guidelines for Students with Disabilities</b>
District of Columbia	<b>District of Columbia Public Schools and University of Kentucky - District of Columbia Assessment System-Alternate Assessment Portfolio Teacher's Guide</b> <a href="http://www.indi.uky.edu/ilssa/dc%2Dcas%2Ddalt/_oldSite/Archived/Docs/Nov_Training/2006-2007%20manual%202.pdf">http://www.indi.uky.edu/ilssa/dc%2Dcas%2Ddalt/_oldSite/Archived/Docs/Nov_Training/2006-2007%20manual%202.pdf</a> <b>District of Columbia Public Schools - District of Columbia Comprehensive Assessment System Guide to Test Interpretation</b> <a href="http://www.ctb.com/ncmedia/5758/20040_GTL_07DC_Web.pdf">http://www.ctb.com/ncmedia/5758/20040_GTL_07DC_Web.pdf</a> <b>District of Columbia Public Schools - Test Chairperson's Manual</b> <a href="http://www.ctb.com/ncmedia/5203/49059_TCM_s07DC.pdf">http://www.ctb.com/ncmedia/5203/49059_TCM_s07DC.pdf</a> <b>District of Columbia Public Schools - Approved Accommodations for English Language Learners</b> <a href="http://www.k12.dc.us/DCPS/special/tipsheets/bilingual_brochure.pdf">http://www.k12.dc.us/DCPS/special/tipsheets/bilingual_brochure.pdf</a>
Guam	<b>Guam Department of Education - Guidelines for the Participation of Students with Disabilities in Guam's District-Wide Assessment</b>
Marshall Islands	<b>Republic of the Marshall Islands Ministry of Education - Guidelines for Including Students with Disabilities in the Marshall Islands Standard Achievement Test and Criteria for Participation in an Alternate Assessment</b>
Micronesia	<b>Federated States of Micronesia, Department of Health, Education, and Social Affairs, Special Education Program - Guidelines for Including Students with Disabilities in the National Standardized Test (NST) and Criteria for Participation in an Alternate Assessment</b>
Northern Mariana Islands	<b>Commonwealth of the Northern Mariana Islands Public School System - CNMI PSS Alternate Assessment Participation Checklist</b>
Palau	<b>Commonwealth of the Northern Mariana Islands Public School System - Individualized Educational Program</b>
Puerto Rico	<b>Republic of Palau Ministry of Education - Guidelines for Participation in the Palau Alternate Assessment Portfolio</b> <b>Manual De Acomodos - Manual De Acomodos: Cómo seleccionar, administrar y evaluar el uso de los acomodos para la enseñanza y evaluación de los estudiantes con impedimentos</b>



## Appendix B. Participation and Accommodation Guidelines by State

Table B.1: Additional Testing Options

State	Selective Participation	Combination Participation	Out-of-Level Assessments	Locally Selected Assessments	Testing with Modifications or Non-standard Accommodations	Testing using Unique Aggregated Accommodations
Regular States						
Alabama					Y*	
Alaska		Y*			Y*	
Arizona					Y*	
Arkansas						
California					Y*	
Colorado		Y*			Y*	
Connecticut	Y*					
Delaware	Y*	Y*			Y*	
Florida		Y*				
Georgia						Y*
Hawaii						
Idaho		Y*				
Illinois						
Indiana		Y*				
Iowa		Y*	Y			
Kansas		Y*			Y*	
Kentucky					Y	
Louisiana						
Maine						
Maryland						
Massachusetts		Y*				Y*



State	Selective Participation	Combination Participation	Out-of-Level Assessments	Locally Selected Assessments	Testing with Modifications or Non-standard Accommodations	Testing using Unique Aggregated Accommodations
Michigan		Y*			Y*	
Minnesota		Y			Y*	
Mississippi		Y*				
Missouri					Y	
Montana		Y*			Y*	
Nebraska		Y*	Y		Y*	
Nevada					Y*	
New Hampshire					Y*	
New Jersey		Y*				
New Mexico					Y*	
New York						
North Carolina		Y				
North Dakota		Y*				
Ohio						
Oklahoma						
Oregon		Y			Y	
Pennsylvania						
Rhode Island					Y	
South Carolina		Y*			Y*	
South Dakota						
Tennessee			Y			
Texas		Y		Y*		
Utah					Y*	
Vermont			Y*	Y*	Y*	
Virginia	Y*	Y			Y*	
Washington		Y*	Y*			

State	Selective Participation	Combination Participation	Out-of-Level Assessments	Locally Selected Assessments	Testing with Modifications or Non-standard Accommodations	Testing using Unique Aggregated Accommodations
West Virginia						
Wisconsin		Y*		Y*		
Wyoming						
<b>Total</b>	<b>3</b>	<b>23</b>	<b>5</b>	<b>3</b>	<b>22</b>	<b>2</b>
<b>Unique States</b>						
American Samoa			Y*		Y*	
Bureau of Indian Education						
District of Columbia					Y	
Guam						
Marshall Islands						
Micronesia						
Northern Mariana Islands						
Palau	Y*					
Puerto Rico						
U.S. Virgin Islands						
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>

\* See Table B.2 for specifications of additional testing options.

**Table B.2: Specifications of Additional Testing Options**

Alabama	<p><b>Testing with modifications or non-standard accommodations</b> - Some accommodations are listed as non-standard and result in only raw scores being reported.</p>
Alaska	<p><b>Combination Participation</b> - An eligible disabled student may meet state requirements for passing the Modified High School Graduation Qualifying Examination (Modified HSGQE) using any combination of testing under standard conditions, testing with the use of accommodations, or passing an approved alternative assessment (Modified HSGQE or Nonstandardized HSGQE).</p> <p><b>Testing with modifications or non-standard accommodations</b> - HSGQE.</p>
Arizona	<p><b>Testing with modifications or non-standard accommodations</b> - Scores of assessments taken with alternate accommodations will not be included in aggregate results at the school, district, and state level on the paper reports provided by the testing contractor. Only students with IEP's may be given alternate accommodations.</p>
California	<p><b>Testing with modifications or non-standard accommodations</b> - California policy differentiates between test variations, accommodations, modifications, and adaptations. Test variations are available to all students if regularly used in the classroom. Accommodations are available to students with an IEP or 504 Plan. Modifications fundamentally alter what the exam measures or affect the comparability of exam scores and are available to students with an IEP or 504 Plan. Adaptations are only available to students taking the alternate assessment.</p>
Colorado	<p><b>Combination Participation</b> - Accommodations are content-area specific therefore, only those accommodations the student requires for the specific content area being assessed may be selected. When two or more content areas are being assessed, such as reading, writing and math, the student may take the general math Colorado Student Assessment Program (CSAP) and the reading and writing Colorado Student Assessment Program Alternate (CSAPA). The reading and writings assessments cannot be separated.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Non-approved accommodations/modifications result in the student being assigned a "no score" for the purposes of state, district, and school reports.</p>
Connecticut	<p><b>Selective Participation</b> - The Planning and Placement Team (PPT) may determine that a child will not participate in a particular district wide assessment of student achievement (or part of such an assessment).</p>

Delaware	<p><b>Selective Participation</b> - Students who are dually eligible as students with disabilities and English language learners may be granted an exemption from all or part of the science and social studies assessments if and only if both of the following criteria are met: 1. The student has been enrolled in Delaware public schools for less than one year. 2. The decision to exempt is made on an individual basis weighing the factors outlined in the inclusion guidelines.</p> <p><b>Combination Participation</b> - Students with Disabilities and ELL students in grades 2-11 will participate in the Delaware Student Testing Program (DSTP) unless included in the Delaware Alternate Portfolio Assessment (DAPA) and/or in an alternate assessment to the DSTP reading and writing tests.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Testing condition 3: students may test with accommodations that change the construct being assessed. Such accommodations interfere with the comparability of student scores to the scores of students testing under standard conditions.</p>
Florida	<p><b>Combination Participation</b> - Students may need certain accommodations on some subtests, but not on others. For example, a student may need extra time and testing in a small group situation to complete extended response questions, but can take a test with multiple-choice questions without accommodations.</p>
Georgia	<p><b>Testing using unique aggregated accommodations</b> - Conditional and non-standard accommodations are more expansive accommodations that should be used sparingly but do not affect the reporting of scores.</p>
Idaho	<p><b>Combination Participation</b> - If the IEP team determines that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.</p>
Indiana	<p><b>Combination Participation</b> - It may be determined by a case conference committee that a student would benefit from participation in both the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) and the Indiana Standard Tool for Alternate Reporting (ISTAR). In this case, ISTAR is considered a supplemental assessment to ISTEP+, not an alternate to ISTEP+.</p>
Iowa	<p><b>Combination Participation</b> - In some instances, it may be decided that a student should participate in general assessment in one content area, but alternate in the other two.</p>
Kansas	<p><b>Combination Participation</b> - A student may participate in any combination of the state assessments with the exception of the state alternate assessment.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Some students may be eligible for the Kansas Assessment of Modified Measures (KAMM). A modification is a change in the procedure for test administration, which will in some way change what is being measured. The use of modifications results in an invalid score and the student is considered to be not tested when calculating the participation rate for AYP purposes. The student's score will also not be included when calculating the proficiency rate for AYP decisions.</p>

Massachusetts	<p><b>Combination Participation</b> - A separate decision must be made for each subject scheduled for testing, a student may take the standard test in one subject and the alternate assessment in another.</p> <p><b>Testing using unique aggregated accommodations</b> - A non-standard accommodation is defined as an accommodation which changes the way a Massachusetts Comprehensive Assessment System (MCAS) test is presented or the way a student responds to test questions which may alter a portion of what the test is intended to measure. Performance level results for students with disabilities-whether they take the standard tests with standard or nonstandard accommodations, or without accommodations, or participate through the Massachusetts Comprehensive Assessment System-Alternate Assessment (MCAS-AIt), are aggregated in MCAS reports with the results for students who took the tests without accommodations. Scaled scores for tests taken with either standard or nonstandard accommodations are also aggregated in MCAS reports with scores of tests taken without accommodations.</p>
Michigan	<p><b>Combination Participation</b> - Participation with accommodations or in the alternate assessment is determined content area by content area.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Non-standard accommodations change the construct that the assessment is measuring rendering scores that are not valid. Use of nonstandard accommodations may adversely affect a student's eligibility to earn a MI Merit Award scholarship; in addition, students who use nonstandard assessment accommodations will not count as being assessed for the calculation of the NCLB participation rates for both the school and district.</p>
Minnesota	<p><b>Testing with modifications or non-standard accommodations</b> - Modifications are available for students taking a basic skills test (i.e. for students who entered grade 8 prior to 2005-2006). Modifications change the meaning of the test score. No modifications are available for the Minnesota Comprehensive Assessments-Series II (MCA-II) or other accountability tests.</p>
Mississippi	<p><b>Combination Participation</b> - Students may need accommodations when testing in one content area but may not need them when testing in another content area.</p>
Montana	<p><b>Combination Participation</b> - It is permissible for a student with disabilities to take the Criterion-Referenced Test-Alternate (CRT-Alternate) in one but not both subject areas.</p> <p><b>Testing with modifications or non-standard accommodations</b> - On the CRT, non-standard accommodations change what the test was intended to measure. The score achieved on the test taken with a non-standard accommodation would be reported in the 'novice' performance category; the score becomes invalid; the student is considered to be a non-participant when calculating the participation rate for AYP purposes; further, the results of a test taken with a nonstandard accommodation are not included in the calculations of AYP.</p>
Nebraska	<p><b>Combination Participation</b> - If a district uses multiple assessments, a student may participate in the general assessment on some and in the general assessment with accommodations on the others.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Assessments with modifications must be reported at the "beginning level" of the grade in which the student is enrolled.</p>

Nevada	<b>Testing with modifications or non-standard accommodations</b> - Modifications affect the validity of test scores. Students using modifications will be placed in the lowest achievement category for that test and will not be counted for participation.
New Hampshire	<b>Testing with modifications or non-standard accommodations</b> - Use of an accommodation in the “Modifications (F)” section will invalidate the session(s) in which it was used and no credit will be given.
New Jersey	<b>Combination Participation</b> - Students with disabilities shall participate in the Alternate Proficiency 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 Mexico	<b>Testing with modifications or non-standard accommodations</b> - Assessments taken using a non-allowed modification 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.
North Dakota	<b>Combination Participation</b> - A student may participate in the North Dakota state assessment for one content area, and in the North Dakota alternate assessment for the other content area(s).
South Carolina	<b>Combination Participation</b> - Students may take one subject test with accommodations and another without depending on the student’s needs. <b>Testing with modifications or non-standard accommodations</b> - A modification alters the construct that a test measures and changes the meaning of the test scores.
Texas	<b>Locally Selected Assessments</b> - The school district and Admission, review, and dismissal (ARD) committee determine a Locally Determined Alternate Assessment for students who are receiving an alternate Texas Assessments of Knowledge and Skills (TEKS) curriculum.
Utah	<b>Testing with modifications or non-standard accommodations</b> - Modifications are changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student’s test score. Test scores from a modified test administration will not be counted toward percent proficient for determining AYP, nor will they count as participation in a statewide assessment.
Vermont	<b>Out-of-Level Assessments</b> - The adapted assessment option is based on out-of-level administrations of the general statewide assessments. <b>Testing with modifications or non-standard accommodations</b> - IEP teams do have the authority to use unapproved accommodations on the assessment for a student. However, these tests will be considered non-comparable to the general assessment and scored as invalid in the school accountability index. <b>Locally Selected Assessments</b> - The student’s team may select modified assessments or prepare a portfolio of work samples that will be submitted to the Department’s Alternate Assessment Program for review and scoring. A student’s support team can also select two content areas from the Lifeskills Portfolio format to assess using the portfolio method.

Virginia	<p><b>Selective Participation</b> - Students participating in the Virginia Alternate Assessment Program (VAAP) may fulfill federal participation requirements by submitting collections of evidence for the content areas of only math and reading.</p> <p><b>Testing with modifications or non-standard accommodations</b> - A student who has passed a Standards of Learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning verified credit.</p>
Washington	<p><b>Combination Participation</b> - The IEP team should take many factors into consideration when choosing the most appropriate assessment option in each content area.</p> <p><b>Out-of-Level Assessments</b> - The Developmentally Appropriate Washington Assessment of Student Learning (WASL DAW), allows students to take the WASL at a grade level that best matches their abilities. The IEP team will select the grade level WASL that most closely matches the student's current developmental/instructional level.</p>
Wisconsin	<p><b>Combination Participation</b> - Separate decisions regarding the need for accommodations or alternate assessment must be made for each content domain included in the Wisconsin Student Assessment System (WSAS) regular assessments.</p> <p><b>Locally Selected Assessments</b> - The department's policy on alternate assessment also encourages educators to use data collected for determining a student's present level of educational performance as the student's alternate assessment. This policy enables students with disabilities to have their performance measured using methods (classroom-based tests, teacher observations, etc.) most-closely aligned with the objectives identified in the student's IEP.</p>
American Samoa	<p><b>Out-of-Level Assessments</b> - If the student can take the SAT but is very low in performance, it may be useful to change the content of the test by administering an earlier grade level. Normative scores are not valid for any of these modified administration formats.</p> <p><b>Testing with modifications or non-standard accommodations</b> - Normative scores are not valid for any of these modified administration formats.</p>
Palau	<p><b>Selective Participation</b> - Even though a student may not be able to take all parts of the Palau Achievement Test, the student should be included in those parts in which participation is possible.</p>

**Table B.3: Circumstances in Which Students Are Not Included in any Form of Statewide Assessment**

State	Exclusion Prohibited	Parent Exemption	Emotional Distress	Medical Condition/ Illness	Student Refusal	Disruptive Behavior	Absence
<b>Regular States</b>							
Alabama	Y*						
Alaska <sup>^</sup>							
Arizona	Y						
Arkansas	Y						
California		Y*		Y*			
Colorado <sup>^</sup>							
Connecticut				Y			
Delaware				Y			
Florida	Y						
Georgia	Y						
Hawaii <sup>^</sup>		Y		Y			
Idaho	Y						
Illinois	Y						
Indiana	Y						
Iowa	Y						
Kansas	Y						
Kentucky			Y	Y			
Louisiana	Y						
Maine	Y						
Maryland <sup>^</sup>			Y	Y			
Massachusetts	Y						
Michigan	Y						
Minnesota		Y		Y	Y		
Mississippi				Y			



State	Exclusion Prohibited	Parent Exemption	Emotional Distress	Medical Condition/ Illness	Student Refusal	Disruptive Behavior	Absence
Missouri	Y						
Montana	Y						
Nebraska	Y						
Nevada	Y						
New Hampshire				Y			
New Jersey	Y						
New Mexico <sup>^</sup>							
New York	Y						
North Carolina	Y						
North Dakota	Y						
Ohio	Y						
Oklahoma				Y			
Oregon		Y					
Pennsylvania		Y*					
Rhode Island	Y						
South Carolina <sup>^</sup>				Y			
South Dakota	Y						
Tennessee				Y			
Texas <sup>^</sup>							
Utah <sup>^</sup>							
Vermont <sup>^</sup>				Y			
Virginia	Y						
Washington	Y						
West Virginia				Y			
Wisconsin <sup>^</sup>		Y	Y				Y
Wyoming				Y			
<b>Total</b>	<b>27</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>1</b>

State	Exclusion Prohibited	Parent Exemption	Emotional Distress	Medical Condition/ Illness	Student Refusal	Disruptive Behavior	Absence
Unique States							
American Samoa	Y						
Bureau of Indian Education							
District of Columbia	Y						
Guam	Y						
Marshall Islands <sup>^</sup>							
Micronesia <sup>^</sup>							
Northern Mariana Islands	Y						
Palau <sup>^</sup>							
Puerto Rico	Y						
U.S. Virgin Islands							
<b>Total</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* See Table B. 4 for specifications of circumstances in which students are not included in any form of statewide assessment.

<sup>^</sup> See Table B.4 for descriptions of other circumstances in which students are not included in any form of statewide assessment.

**Table B.4: Specifications and Descriptions of “Other” Circumstances in Which Students Are Not Included in any Form of Statewide Assessment**

Alabama	<b>Exclusion Prohibited</b> - No students are exempted from state assessments based on demographics, instructional program, or type of school.
Alaska	<b>Other</b> - A student who has arrived late to the system or experienced a sudden and traumatic event close in time to the student's final test may be eligible for a waiver [from the High School Graduation Qualification Examination (HSGQE) requirement].
California	<b>Parent Exemption</b> - Allowed on Standardized Testing and Reporting (STAR) only. <b>Medical Condition/illness</b> - Allowed on STAR and California High School Exit Exam (CAHSEE).
Colorado	<b>Other</b> - Foreign exchange students; Students who are incarcerated in the Department of Corrections.
Hawaii	<b>Other</b> - A student who is receiving services at an out-of-state residential program; A student who meets the requirements of Regulation 4140 and withdraws from the school system before the first day of the official testing window; A student who is dismissed from school.
Maryland	<b>Other</b> - The student has demonstrated by past performance that he/she cannot function in a testing situation; Students attaining senior status subsequent to the opening of school in the 2003-2004 school year are no longer required to take and pass the MD Functional tests.
New Mexico	<b>Other</b> - Foreign exchange students.
Pennsylvania	<b>Parent Exemption</b> - A student may be excused from the assessment if a parent believes the test conflicts with religious beliefs.
South Carolina	<b>Other</b> - Expelled students (unless the student has an IEP).
Texas	<b>Other</b> - Certain immigrant ELL students may qualify for a LEP exemption from Texas Assessment of Knowledge and Skills (TAKS), TAKS-I, or State-Developed Alternative Assessment (SDAA II) during their first three years of enrollment in U.S. schools if necessary. ELL students can be exempt from the Texas English Language Proficiency Assessment System (TELPAS) if their reading instruction is below the level of reading simple words and sentences. An ELL student may also be exempt from the Texas Observation Protocols (TOP) on the basis of his/her disability.
Utah	<b>Other</b> - ELL students enrolled on or after April 15th of the current school year and who are new to the United States (first year of enrollment in any U.S. school) are exempt from all state tests.
Vermont	<b>Other</b> - Students who are experiencing a family emergency or student crisis; Students who enroll in the school after the testing window; Students who are expelled or suspended for the entire test administration window.
Wisconsin	<b>Other</b> - Unspecified reasons for not completing the test.
Marshall Islands	<b>Other</b> - Students with disabilities convicted as adults under RMI law and incarcerated in adult prisons.
Micronesia	<b>Other</b> - Students with disabilities convicted as adults under FSM law and incarcerated in adult prisons.
Palau	<b>Other</b> - Students with disabilities convicted as adults under Palau law and incarcerated in adult prisons.

**Table B.5: Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/Purpose/Nature of Assessment	Current Performance/Level of Functioning	Level of Independence	Student Needs and Characteristics
<b>Regular States</b>										
Alabama	Y	Y	Y				Y			
Alaska	Y		Y		Y	Y		Y	Y*	
Arizona	Y	Y	Y					Y	Y*	
Arkansas	Y		Y*	Y				Y	Y*	Y
California	Y		Y*					Y	Y*	
Colorado	Y	Y	Y	Y		Y				
Connecticut	Y		Y						Y*	Y
Delaware	Y	Y	Y*						Y*	
Florida	Y		Y	Y				Y	Y*	
Georgia	Y	Y	Y		Y		Y			
Hawaii	Y	Y	Y						Y*	
Idaho	Y		Y					Y	Y*	
Illinois	Y		Y						Y*	
Indiana	Y	Y	Y					Y	Y	Y
Iowa	Y		Y					Y	Y*	Y
Kansas	Y	Y	Y					Y	Y*	
Kentucky	Y	Y	Y							
Louisiana	Y		Y	Y*				Y	Y	
Maine	Y									
Maryland	Y		Y						Y*	
Massachusetts	Y	Y	Y					Y	Y*	

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/ Purpose/ Nature of Assessment	Current Performance/ Level of Functioning	Level of Independence	Student Needs and Characteristics
Michigan	Y		Y						Y	
Minnesota	Y		Y					Y	Y	
Mississippi	Y	Y	Y					Y	Y	
Missouri	Y	Y	Y				Y	Y*		
Montana	Y		Y					Y	Y*	
Nebraska	Y		Y					Y	Y*	
Nevada	Y		Y					Y	Y*	
New Hampshire	Y			Y				Y	Y	
New Jersey	Y	Y	Y					Y		
New Mexico	Y			Y			Y	Y	Y*	Y
New York	Y	Y						Y	Y	
North Carolina	Y	Y	Y				Y	Y	Y	Y
North Dakota	Y		Y					Y	Y	
Ohio	Y	Y	Y					Y		
Oklahoma	Y		Y					Y	Y*	
Oregon^	Y	Y	Y	Y				Y	Y	Y*
Pennsylvania	Y	Y	Y			Y				
Rhode Island	Y	Y	Y						Y*	
South Carolina	Y	Y	Y	Y*				Y	Y*	Y
South Dakota	Y		Y					Y	Y*	
Tennessee	Y			Y	Y			Y	Y*	Y
Texas	Y		Y	Y*				Y		
Utah	Y							Y	Y*	
Vermont^	Y		Y	Y*		Y*	Y	Y		
Virginia	Y	Y	Y		Y		Y		Y*	
Washington	Y		Y	Y	Y			Y		

State	IEP Determined	Nature or Category of Disability	Instructional Relevance/ Instruction Goals	Past Performance	Non-pursuit of a Standard Diploma	Degree of Adaptations Needed	Content/ Purpose/ Nature of Assessment	Current Performance/ Level of Functioning	Level of Independence	Student Needs and Characteristics
West Virginia	Y		Y	Y	Y			Y		
Wisconsin	Y	Y	Y				Y	Y	Y*	
Wyoming	Y		Y					Y		Y
<b>Total</b>	<b>50</b>	<b>22</b>	<b>44</b>	<b>13</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>36</b>	<b>36</b>	<b>10</b>
<b>Unique States</b>										
American Samoa										
Bureau of Indian Education										
District of Columbia	Y	Y	Y			Y		Y	Y	Y
Guam	Y							Y	Y	
Marshall Islands	Y		Y				Y		Y	Y
Micronesia	Y		Y					Y	Y	Y
Northern Mariana Islands			Y					Y	Y*	Y
Palau	Y		Y		Y		Y	Y	Y*	Y
Puerto Rico										
U.S. Virgin Islands										
<b>Total</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>

\* See Table B.6 for specifications of variables that can be used to make decisions about how students participate in statewide assessment.

^ See Table B.6 for descriptions of other variables that can be used to make decisions about how students participate in statewide assessment.

**Table B.6: Specifications and Descriptions of “Other” Participation Policy Variables That Can Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

Alaska	<b>Level of Independence</b> - The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills.
Arizona	<b>Level of Independence</b> - It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.
Arkansas	<b>Instructional Relevance/Instruction Goals</b> - The student's course of study is primarily functional and life-skills oriented. <b>Level of Independence</b> - The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
California	<b>Instructional Relevance/Instruction Goals</b> - The student's learning objectives and expected outcomes focus on the functional applications of the general curriculum. <b>Level of Independence</b> - The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Connecticut	<b>Level of Independence</b> - The student requires direct and intensive individualized instruction to acquire, maintain or generalize skills to natural settings including home, school, and community.
Delaware	<b>Instructional Relevance/Instruction Goals</b> - Curricular outcomes: the student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware content standards. <b>Level of Independence</b> - Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.
Florida	<b>Level of Independence</b> - Need for extensive, direct instruction in the application of skills in domestic, community and vocational activities.
Hawaii	<b>Level of Independence</b> - The student requires intensive direct instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.
Idaho	<b>Level of Independence</b> - The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.
Illinois	<b>Level of Independence</b> - When compared to other students with disabilities, the student requires more frequent, more intensive instruction given in small incremental steps in order to apply and transfer skills across settings.
Iowa	<b>Level of Independence</b> - The student requires very intensive, highly specialized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills across natural environments (home, school, community, and/or workplace).
Kansas	<b>Level of Independence</b> - The student primarily requires direct and extensive instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life.

Louisiana	<b>Past Performance</b> - The student scored at the unsatisfactory level in English language arts and/or mathematics on the previous year's Louisiana Educational Assessment Program (LEAP), Integrated LEAP (iLEAP), Graduation Exit Examination (GEE) or participated in LEAP Alternate Assessment Level I (LAA 1) or LEAP Alternate Assessment Level 2 (LAA 2).
Maryland	<b>Level of Independence</b> - The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.
Massachusetts	<b>Level of Independence</b> - IEP teams should consider whether the student is receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills.
Missouri	<b>Current Performance/Level of Functioning</b> - The student has significant problems acquiring new skills, and acquisition of skills must be taught in very small steps. The student does not keep pace with peers, even with the majority of students in special education with respect to the total number of skills acquired.
Montana	<b>Level of Independence</b> - Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?
Nebraska	<b>Level of Independence</b> - The student requires intensive, frequent and individualized instruction in order to acquire, maintain, and demonstrate performance of those skills.
Nevada	<b>Level of Independence</b> - The student requires intensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings.
New Mexico	<b>Level of Independence</b> - Student requires individualized instruction in multiple settings to acquire, generalize, and transfer skills.
Oklahoma	<b>Level of Independence</b> - Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?
Oregon	<b>Student Needs and Characteristics</b> - The academic, developmental, and functional needs of the child. How is his attention? <b>Other</b> - What assessment did he take last year? What types of behaviors should be considered?
Rhode Island	<b>Level of Independence</b> - The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.
South Carolina	<b>Past Performance</b> - Review all important information about the student over multiple school years and multiple instructional settings. <b>Level of Independence</b> - The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.
South Dakota	<b>Level of Independence</b> - Student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student's life.
Tennessee	<b>Level of Independence</b> - The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
Texas	<b>Past Performance</b> - Review the student's Comprehensive School Reform (CSR), which includes the results from the previous test administration.
Utah	<b>Level of Independence</b> - Student requires extensive individualized instruction in multiple settings to transfer and generalize skills.



Vermont	<p><b>Past Performance</b> - Discussion concerning the student's prior experiences with similar tests.</p> <p><b>Degree of Adaptations Needed</b> - Students who cannot participate in the general assessment because the specific accommodations they need are either unavailable or not allowed, may qualify for a modified assessment.</p> <p><b>Other</b> -Results of practice tests/released tasks.</p>
Virginia	<p><b>Level of Independence</b> - Requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement.</p>
Wisconsin	<p><b>Level of Independence</b> - Student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.</p>
Northern Mariana Islands	<p><b>Level of Independence</b> - The student's management needs are intensive and require a high degree of individualized attention and intervention. The student's current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills. The student requires intensive, frequent, and individualized instruction in order to acquire, maintain or generalize skills and to demonstrate performance (e.g., settings such as prevocational/vocational settings, work sites).</p>
Palau	<p><b>Level of Independence</b> - Student requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills.</p>

**Table B.7: Participation Policy Variables That Cannot Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

State	Receiving Special Education Services	Presence or Category of Disability	Instructional Program/ Program Setting	Achievement Level	Excessive Absences	Percent Time Receiving Special Education Services	Cultural, Social, Linguistic, or Environmental Factors	Low Expectations for the Student/ Anticipated Low Scores
<b>Regular States</b>								
Alabama			Y				Y	
Alaska <sup>^</sup>	Y	Y	Y	Y	Y		Y	Y
Arizona								
Arkansas <sup>^</sup>		Y	Y	Y	Y	Y	Y	Y
California		Y			Y	Y	Y	
Colorado <sup>^</sup>		Y	Y	Y	Y	Y		Y
Connecticut		Y	Y			Y		Y
Delaware <sup>^</sup>		Y	Y	Y	Y		Y	Y
Florida								
Georgia								
Hawaii					Y		Y	
Idaho <sup>^</sup>	Y				Y		Y	
Illinois	Y	Y		Y	Y		Y	Y
Indiana <sup>^</sup>	Y		Y		Y		Y	Y
Iowa <sup>^</sup>		Y	Y	Y*	Y	Y	Y	Y
Kansas		Y		Y	Y	Y	Y	
Kentucky								
Louisiana		Y	Y		Y		Y	Y
Maine								
Maryland								
Massachusetts								
Michigan								

State	Receiving Special Education Services	Presence or Category of Disability	Instructional Program/ Program Setting	Achievement Level	Excessive Absences	Percent Time Receiving Special Education Services	Cultural, Social, Linguistic, or Environmental Factors	Low Expectations for the Student/ Anticipated Low Scores
Minnesota^		Y	Y				Y	Y
Mississippi		Y			Y		Y	
Missouri		Y			Y		Y	
Montana		Y		Y	Y	Y	Y	
Nebraska								
Nevada		Y			Y		Y	
New Hampshire								
New Jersey								
New Mexico								
New York								
North Carolina		Y		Y				
North Dakota								
Ohio		Y		Y	Y		Y	Y
Oklahoma		Y	Y	Y	Y	Y	Y	
Oregon		Y	Y					
Pennsylvania								
Rhode Island^	Y	Y		Y	Y		Y	Y
South Carolina		Y	Y		Y		Y	
South Dakota								
Tennessee		Y			Y		Y	Y
Texas								
Utah								
Vermont								
Virginia^		Y		Y				Y
Washington		Y						
West Virginia								

State	Receiving Special Education Services	Presence or Category of Disability	Instructional Program/ Program Setting	Achievement Level	Excessive Absences	Percent Time Receiving Special Education Services	Cultural, Social, Linguistic, or Environmental Factors	Low Expectations for the Student/ Anticipated Low Scores
Wisconsin					Y		Y	
Wyoming		Y	Y			Y		
<b>Total</b>	<b>5</b>	<b>25</b>	<b>14</b>	<b>13</b>	<b>22</b>	<b>9</b>	<b>23</b>	<b>14</b>
<b>Unique States</b>								
American Samoa								
Bureau of Indian Education								
District of Columbia		Y						
Guam <sup>^</sup>		Y		Y	Y	Y	Y	
Marshall Islands		Y						
Micronesia		Y						
Northern Mariana Islands					Y		Y	
Palau		Y			Y		Y	
Puerto Rico								
U.S. Virgin Islands								
<b>Total</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>

\* See Table B.8 for specifications of participation policy variables that cannot be used.

<sup>^</sup> See Table B.8 for descriptions of other participation policy variables that cannot be used.

**Table B.8: Specifications and Descriptions of “Other” Participation Policy Variables That Cannot Be Used to Make Decisions About How Students with Disabilities Participate in Statewide Assessment**

Alaska	<b>Other</b> - Economic differences; Student is expected to experience duress under testing conditions; High probability that the student will demonstrate disruptive behaviors during the regular assessment.
Arkansas	<b>Other</b> - Disruptive behavior; The student's IQ; The anticipated impact of the student's performance on the school/district performance scores.
Colorado	<b>Other</b> - A certain percentage of students; Ongoing disruptive behavior by the student.
Delaware	<b>Other</b> - Disruptive behavior.
Idaho	<b>Other</b> - Lack of instruction.
Indiana	<b>Other</b> - Emotional, behavioral, or physical challenges.
Iowa	<b>Achievement Level</b> - Low achievement in general education. <b>Other</b> - English language learner status; Disruptive behavior; Student reading level; Performance tied solely to a level, label, or cut score.
Minnesota	<b>Other</b> - The student's participation in a separate, specialized curriculum; Concern for AYP calculations.
Rhode Island	<b>Other</b> - The decision to administer the Rhode Island Alternate Assessment (RIAA) is not based on the fact that the student is expected to experience distress under testing conditions.
Virginia	<b>Other</b> - Belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate; Belief that the experience will be too stressful for the student; The student's behavior prohibits taking the test with a group.
Guam	<b>Other</b> - The decision to include a student in the alternate assessment should not be primarily the result of an administrative (versus an IEP team) decision.

**Table B.9: Additional Student Groups Eligible for Accommodations**

State	504 Students	All Students May Use Without Qualification	All Students May Use With Qualifications	ELL/IEP	Students Receiving Title I Services	English Language Learners
Alabama	Y			Y		Y
Alaska	Y			Y		Y
Arizona^	Y		Y*	Y		Y
Arkansas	Y			Y		Y
California	Y			Y		Y
Colorado^	Y		Y*	Y		Y
Connecticut^	Y			Y		Y
Delaware	Y			Y		Y
Florida	Y			Y		Y
Georgia	Y			Y		Y
Hawaii	Y			Y		Y*
Idaho	Y			Y		Y
Illinois	Y			Y		Y
Indiana^	Y			Y		Y
Iowa				Y		Y
Kansas	Y		Y*	Y	Y	Y
Kentucky^	Y			Y		Y
Louisiana	Y					
Maine^	Y		Y	Y		Y
Maryland^	Y			Y		Y
Massachusetts^	Y					
Michigan^	Y			Y		Y
Minnesota^	Y			Y		Y
Mississippi^	Y			Y		Y

State	504 Students	All Students May Use Without Qualification	All Students May Use With Qualifications	ELL/IEP	Students Receiving Title I Services	English Language Learners
Missouri	Y			Y		Y
Montana	Y		Y	Y		Y
Nebraska						
Nevada	Y					
New Hampshire			Y	Y		Y
New Jersey	Y			Y		Y
New Mexico	Y		Y	Y		Y
New York <sup>1</sup>	Y					
North Carolina	Y			Y		Y
North Dakota	Y			Y		Y
Ohio	Y			Y		Y
Oklahoma	Y			Y		Y
Oregon			Y	Y		Y
Pennsylvania	Y		Y	Y		Y
Rhode Island			Y	Y		Y
South Carolina	Y			Y		Y
South Dakota	Y			Y		Y
Tennessee	Y		Y	Y		Y
Texas	Y		Y	Y		Y
Utah <sup>1</sup>	Y			Y		Y
Vermont <sup>1</sup>	Y		Y*	Y		Y
Virginia	Y			Y		Y
Washington	Y		Y*	Y		Y
West Virginia	Y			Y		Y
Wisconsin	Y		Y*	Y		Y
Wyoming	Y			Y		Y

State	504 Students	All Students May Use Without Qualification	All Students May Use With Qualifications	ELL/IEP	Students Receiving Title I Services	English Language Learners
<b>Total</b>	45	0	15	45	1	45
American Samoa						
Bureau of Indian Education						
District of Columbia	Y			Y		Y
Guam						
Marshall Islands	Y					
Micronesia	Y					
Northern Mariana Islands						
Palau	Y					
Puerto Rico						
U.S. Virgin Islands						
<b>Total</b>	4	0	0	1	0	1

See Table B.10 for specifications of student groups eligible for accommodations.

^ See Table B.10 for descriptions of other student groups eligible for accommodations.



**Table B.10: Specifications and Descriptions of “Other” Additional Student Groups Eligible for Accommodations**

Arizona	<b>All Students May Use With Qualifications</b> - Universal accommodations are available to all students as deemed needed by the teacher. <b>Other</b> -Students who use accommodations in the classroom, but do not necessarily have a disability that qualifies them for an IEP or 504; A student with an injury, such as a broken hand or arm.
Colorado	<b>All Students May Use With Qualifications</b> - All students with a documented need. <b>Other</b> - 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.
Connecticut	<b>Other</b> - A student who is injured (broken arms, shoulder, fingers etc.) in the days just prior to or during test administration has a temporary disability and may be eligible for accommodations under Section 504.
Hawaii	<b>English Language Learners</b> - Grade 5 Hawaiian Language Immersion Program students, ELL students.
Indiana	<b>Other</b> - Students with a temporary disability, such as a broken arm; Homebound students.
Kansas	<b>All Students May Use With Qualifications</b> - Any student may receive an accommodation when it is appropriate for that student. However, that student must regularly receive the accommodation during routine classroom instruction and assessment activities.
Kentucky	<b>Other</b> - Students with temporary medical conditions (e.g. broken hand).
Maine	<b>Other</b> - Students who are ill or incapacitated in some way; Students for whom classroom accommodations are necessary on a daily basis to measure academic achievement.
Maryland	<b>Other</b> - Students with temporary or long-term disabilities.
Massachusetts	<b>Other</b> - Students with a short-term temporary disability (e.g. a student with a broken (fractured) writing arm at the time of testing); Students with a short- or long-term disability that has occurred recently (e.g. resulting from an illness or injury), and for whom there has been insufficient time to develop an IEP or 504 plan.
Michigan	<b>Other</b> - Students who have a rapid onset of a medical disability (e.g. student broke arm a few days prior to assessment).
Minnesota	<b>Other</b> - Students with temporary physical limitations (e.g., broken arm).
Mississippi	<b>Other</b> - Students with a temporary physical disability resulting from an illness or injury (e.g. broken limb, temporary vision loss).
New York	<b>Other</b> - Students who incur disabilities shortly (30 days or less) before administration of a state or districtwide test and who are authorized by the principal to receive certain testing accommodations.
Utah	<b>Other</b> - Students with a temporary disability (e.g. broken dominant hand or medication problem).
Vermont	<b>All Students May Use With Qualifications</b> - Accommodations are available to all students on the basis of need, regardless of disability status. <b>Other</b> - Students with educational support team plans (EST/157).
Washington	<b>All Students May Use With Qualifications</b> - Some test procedures may be altered for any student based on a review of the individual needs of the student.
Wisconsin	<b>All Students May Use With Qualifications</b> - Options available to all students should be used for individual students on an “as needed” basis only.

**Table B.11: Accommodation Policy Variables That Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

State	Used for Classroom and Instruction	Length of Time Accommodation Used	Maintains Validity of Test & Resulting Scores	Individual Student Needs/ Characteristics	Purpose/Nature of the Assessment
Regular States					
Alabama	Y	Y*	Y	Y	
Alaska	Y	Y*	Y	Y	
Arizona	Y		Y	Y	
Arkansas	Y	Y		Y	
California	Y		Y	Y	
Colorado <sup>^</sup>	Y*	Y*	Y	Y	
Connecticut <sup>^</sup>	Y		Y	Y	
Delaware	Y				
Florida	Y		Y	Y	Y
Georgia	Y	Y	Y	Y	Y
Hawaii	Y			Y	
Idaho	Y		Y	Y	
Illinois					
Indiana <sup>^</sup>	Y			Y	
Iowa	Y	Y	Y	Y	
Kansas	Y		Y	Y	Y
Kentucky <sup>^</sup>	Y		Y	Y	
Louisiana	Y		Y	Y	Y
Maine	Y		Y	Y	
Maryland	Y	Y		Y	
Massachusetts	Y		Y	Y	
Michigan	Y		Y		
Minnesota	Y		Y	Y	
Mississippi	Y	Y	Y	Y	Y

State	Used for Classroom and Instruction	Length of Time Accommodation Used	Maintains Validity of Test & Resulting Scores	Individual Student Needs/ Characteristics	Purpose/Nature of the Assessment
Missouri	Y				
Montana	Y	Y*		Y	Y
Nebraska	Y			Y	
Nevada					
New Hampshire	Y		Y	Y	
New Jersey	Y				Y
New Mexico	Y	Y*	Y	Y	
New York	Y	Y	Y	Y	Y
North Carolina^	Y		Y	Y	Y
North Dakota^	Y			Y	
Ohio	Y		Y		
Oklahoma					
Oregon	Y				
Pennsylvania	Y	Y		Y	
Rhode Island	Y		Y	Y	Y
South Carolina	Y			Y	
South Dakota	Y	Y*	Y	Y	
Tennessee	Y		Y		
Texas	Y		Y		
Utah^	Y		Y	Y	
Vermont	Y		Y		Y
Virginia	Y		Y		
Washington	Y				
West Virginia	Y		Y		
Wisconsin	Y		Y		Y
Wyoming	Y	Y*		Y	
<b>Total</b>	<b>47</b>	<b>14</b>	<b>32</b>	<b>34</b>	<b>12</b>

State	Used for Classroom and Instruction	Length of Time Accommodation Used	Maintains Validity of Test & Resulting Scores	Individual Student Needs/ Characteristics	Purpose/Nature of the Assessment
<b>Unique States</b>					
American Samoa	Y	Y		Y	
Bureau of Indian Education					
District of Columbia					
Guam			Y	Y	
Marshall Islands	Y		Y	Y	
Micronesia	Y	Y	Y	Y	
Northern Mariana Islands					
Palau <sup>^</sup>	Y		Y	Y	
Puerto Rico					
U.S. Virgin Islands					
<b>Total</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>0</b>

\* See Table B. 12 for specifications of policy variables that can be used to guide the decision making process.

<sup>^</sup> See Table B.12 for descriptions of other policy variables that can be used.

**Table B.12: Specifications and Descriptions of “Other” Accommodation Policy Variables That Can Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

Alabama	<b>Length of Time Accommodation Has Been Used</b> - In special situations where the need has not been sufficiently established and prior practice is less than one instructional year, SDE written approval is required prior to the administration of the assessment with the accommodation.
Alaska	<b>Length of Time Accommodation Has Been Used</b> - In general, a good practice is to make sure an accommodation has been used in the student's regular or special education classes for at least three months before testing.
Colorado	<b>Used for Classroom and Instruction</b> - Any student taking the Colorado Student Assessment Program (CSAP) may receive accommodations during testing if they have received that accommodation during instruction. <b>Length of Time Accommodation Has Been Used</b> - A student can use an accommodation if he/she has received that same accommodation for at least three months. <b>Other</b> - Possible effects on the student of allowing the accommodation.
Connecticut	<b>Other</b> - PPT or 504 team should ask: Is the student sufficiently skilled to use this accommodation with ease or will the accommodation serve as an impediment? Is the accommodation necessary for this child?
Indiana	<b>Other</b> - Generally, an accommodation is acceptable on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) if a student uses the accommodation in testing situations that occur throughout the student's educational program.
Kentucky	<b>Other</b> - Evaluation information and the IEP (student's present level of performance etc.).
Montana	<b>Length of Time Accommodation Has Been Used</b> - Accommodation must be used in the classroom at least 2 to 3 months prior to testing.
New Mexico	<b>Length of Time Accommodation Has Been Used</b> - Student should have received the same accommodation for instruction and assessment in the content area for at least three months prior to the test administration.
North Carolina	<b>Other</b> - IEP teams and section 504 committees should be respectful of the student's cultural and ethnic background when an accommodation is being discussed.
North Dakota	<b>Other</b> - Student's current level of functioning, language functioning, and relevant background factors.
South Dakota	<b>Length of Time Accommodation Has Been Used</b> - Accommodations should be in place at least 5 weeks prior to test administration.
Utah	<b>Other</b> - Teachers and other team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.
Wyoming	<b>Length of Time Accommodation Has Been Used</b> - Accommodations must be in place a minimum of 90 days prior to the assessment.
Palau	<b>Other</b> - Accommodations typically used outside of school.

**Table B.13: Accommodations Policy Variables That Cannot Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

State	Nature/Category of Disability	Instructional Program/ Program Setting	Percent Time/Amount of Services Received	Parent Request	Administrative Convenience
Regular States					
Alabama					
Alaska					
Arizona					
Arkansas^					Y
California	Y				
Colorado					
Connecticut					
Delaware					
Florida^	Y	Y			
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana					
Iowa	Y				Y
Kansas^					
Kentucky					
Louisiana					
Maine^	Y				
Maryland	Y	Y	Y		
Massachusetts					
Michigan					
Minnesota					
Mississippi	Y	Y			

State	Nature/Category of Disability	Instructional Program/ Program Setting	Percent Time/Amount of Services Received	Parent Request	Administrative Convenience
Missouri					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York	Y				
North Carolina	Y				
North Dakota					
Ohio					
Oklahoma					
Oregon					
Pennsylvania					
Rhode Island					
South Carolina	Y				Y
South Dakota					
Tennessee					
Texas					
Utah					Y
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					Y

State	Nature/Category of Disability	Instructional Program/ Program Setting	Percent Time/Amount of Services Received	Parent Request	Administrative Convenience
<b>Total</b>	9	3	1	0	5
Unique States					
American Samoa <sup>^</sup>					
Bureau of Indian Education					
District of Columbia					
Guam	Y				
Marshall Islands					
Micronesia					
Northern Mariana Islands					
Palau					
Puerto Rico					
U.S. Virgin Islands					
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>^</sup> See Table B.1 for descriptions of other policy variables that cannot be used to guide the decision making process.



**Table B.14: Specifications and Descriptions of “Other” Accommodation Policy Variables That Cannot Be Used to Guide the Decision Making Process for Using Accommodations During Statewide Assessment**

Arkansas	<b>Other</b> - Practices to avoid when planning for the implementation of accommodations during testing: making ‘on the spot’ decisions about what accommodations a student needs for testing, not considering an accommodation as essential because only one student needs it.
Florida	<b>Other</b> - The selection of accommodations must not be based solely on grade level.
Kansas	<b>Other</b> - Accommodations should not be used to compensate for lack of achievement.
Maine	<b>Other</b> - Decisions should not be based on the availability of an accommodation, or on how a student is performing.
American Samoa	<b>Other</b> - The fact that a student may be expected to achieve a higher score with test changes is not an appropriate criterion for providing such changes.

**Table B.15: Guidance for Using Accommodations That Are Not on the “Approved” List**

State	Seek Approval from State Board/ Department of Education	Committee Review	Required Contact
<b>Regular States</b>			
Alabama	Y	Y	
Alaska	Y		
Arizona			
Arkansas			Y
California	Y		
Colorado	Y		
Connecticut	Y		
Delaware	Y	Y*	
Florida	Y		
Georgia	Y		
Hawaii			
Idaho	Y		
Illinois		Y	
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana		Y	
Maine	Y		
Maryland	Y		
Massachusetts	Y		
Michigan			
Minnesota	Y		Y
Mississippi	Y		
Missouri <sup>^</sup>			

State	Seek Approval from State Board/ Department of Education	Committee Review	Required Contact
Montana	Y		
Nebraska			
Nevada	Y		
New Hampshire	Y		
New Jersey			Y
New Mexico			
New York			
North Carolina	Y		Y
North Dakota			
Ohio			
Oklahoma			
Oregon		Y	
Pennsylvania			
Rhode Island	Y		
South Carolina			Y
South Dakota	Y		
Tennessee	Y		
Texas	Y		
Utah			
Vermont	Y		
Virginia			Y
Washington	Y		
West Virginia	Y		
Wisconsin	Y		
Wyoming			
<b>Total</b>	<b>26</b>	<b>4</b>	<b>6</b>

State	Seek Approval from State Board/ Department of Education	Committee Review	Required Contact
Unique States			
American Samoa			
Bureau of Indian Education			
District of Columbia			
Guam			
Marshall Islands			
Micronesia			
Northern Mariana Islands			
Palau			
Puerto Rico			
U.S. Virgin Islands			
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* See Table B.16 for specifications of guidance for using accommodations not on the approved list.

^ See Table B.16 for descriptions of other guidance.

**Table B.16: Specifications and Descriptions of “Other” Guidance for Using Accommodations That Are Not on the ‘Approved’ List**

Delaware	<b>Committee Review</b> - Unique accommodations specific to the individual student as determined by the IEP team and approved by the Department of Education/Delaware Student Testing Program Task Force. The status (aggregation/non-aggregation) of the accommodation is decided by the Task Force.
Missouri	<b>Other</b> - If an IEP team determines the need for an accommodation that is not on this list, the accommodation must be identified in the IEP and coded as “other.”

**Table B.17: Guidelines for the Administration of Accommodations Involving a Third Party**

State	No Guidelines	Regular States			Sign Language Interpreter
		Scribe	Reader		
Alabama					Y
Alaska		Y	Y		Y
Arizona		Y			
Arkansas		Y	Y		Y
California		Y			Y
Colorado		Y			
Connecticut			Y		Y
Delaware		Y	Y		Y
Florida		Y	Y		
Georgia		Y	Y		Y
Hawaii			Y		Y
Idaho	Y				
Illinois		Y	Y		
Indiana		Y			
Iowa	Y				
Kansas	Y				
Kentucky		Y	Y		Y
Louisiana		Y	Y		Y
Maine	Y				
Maryland		Y	Y		Y
Massachusetts		Y	Y		Y
Michigan		Y			
Minnesota		Y			Y
Mississippi		Y	Y		
Missouri		Y			

State	No Guidelines	Scribe	Reader	Sign Language Interpreter
Montana			Y	
Nebraska		Y	Y	Y
Nevada			Y	
New Hampshire		Y	Y	
New Jersey		Y		Y
New Mexico		Y		
New York		Y	Y	Y
North Carolina		Y	Y	Y
North Dakota		Y	Y	Y
Ohio		Y		
Oklahoma	Y			
Oregon		Y	Y	Y
Pennsylvania		Y	Y	Y
Rhode Island		Y	Y	
South Carolina		Y	Y	Y
South Dakota		Y	Y	Y
Tennessee		Y	Y	Y
Texas		Y	Y	
Utah		Y	Y	Y
Vermont		Y	Y	
Virginia		Y	Y	Y
Washington		Y	Y	Y
West Virginia		Y		
Wisconsin		Y		
Wyoming		Y	Y	Y
<b>Total</b>	<b>5</b>	<b>40</b>	<b>32</b>	<b>27</b>

State	No Guidelines	Scribe	Reader	Sign Language Interpreter
American Samoa	Y			
Bureau of Indian Education				
District of Columbia	Y			
Guam	Y			
Marshall Islands	Y			
Micronesia	Y			
Northern Mariana Islands	Y			
Palau	Y			
Puerto Rico		Y	Y	Y
U.S. Virgin Islands				
<b>Total</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>1</b>



**Table B.18: Presentation Accommodations (1 of 2)**

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues	Administration by Others	Familiar Examiner
<b>Regular States</b>										
Alabama	A	AI/AC*	AC*	AC*	A*	AC*				AC*
Alaska	A	A	A	AC*	A	AC*	A			A
Arizona	A	A	A	AI/AC*	A	AI/AC*	A			A
Arkansas	A	A	AC*	AC*	A					
California	A	A		AI/AC*	A	AI/AC*	A			
Colorado	A	A	A	AI/AC*	A	AC*	A			A
Connecticut	A	A	A	AC*						
Delaware	A	A*	AC*	AI/AC*	A	AI/AC*	A			
Florida	A	A	A*	AC	A	AC*	A	A		A
Georgia	A*	AC/UA		AC/UA*	A	AC/UA*	A	A		A
Hawaii	A	A		AC*						
Idaho	A	A	A	AC*	A	A	A*	A		
Illinois	A	A	A				A			
Indiana	A	A	A	AC*		A				A
Iowa	A	A	A	A	A	A		A		
Kansas	A	A	A	AI/AC*	A	A		A		
Kentucky			A	A	A	A	AC*	A		
Louisiana	A	A	A	AC*	A	AC*	A			
Maine	A	A	A*	AC*	AC*	AC*				A
Maryland	A	A	A	AI/AC*	A	A		A		
Massachusetts	A	A		AC/UA*		AC/UA*	A			A
Michigan	A	A	A	AI/AC*	A	AI/AC*	A	A		A
Minnesota	A	A		AC*	AC	AC	A			
Mississippi	A	A	A	AI/AC*			A	A		A

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues	Administration by Others	Familiar Examiner
Missouri	A	A		AI/AC*	A	AC*				
Montana	A	A	A	AI/AC*	A	AC*	A			A
Nebraska	A	A	A	AC*	A	A	A	A		
Nevada	A	A	A	AI/AC*	A		A		A	
New Hampshire	A	A	AC*	AI/AC*	A				A	A
New Jersey	A	A	A	AC*	A	AC*	A	A	A	A
New Mexico	A	A	A	AI/AC*	A	AI/AC*	A		A	
New York	A	A	A	AI/AC*		A	A	A		
North Carolina	A	A	A	AI/AC*	A	AI/AC*				A
North Dakota	A	A	A	A	A		A			A
Ohio	A	A	A	AC*	A	A	A*	A	A	A
Oklahoma	A	A		AC*	A	AC*	A	A		
Oregon	A	A	A	AI/AC*	A	AI/AC*	A			AI*
Pennsylvania	A	A	A	AC*	A	AC*	A	A		
Rhode Island	A	A	AC*	AI/AC*	A				A	A
South Carolina	A	A	AC	AI/AC*	A	AI/AC*		A		
South Dakota	A	A		AC*	A	A	A			
Tennessee	A	A	A	AC*	A	A*	A			
Texas	AC*	A*	AC*	AC*	A	AC*				
Utah	AC	A	AC*	AC*	AC*	AC*	AC			
Vermont	A	A	AC*	AI/AC*	A				A	A
Virginia	A	A	A	AI/AC*	A*	AC*	A			
Washington	A	A		AC*	A	AC*	A			
West Virginia	A	A	A	AC*	A	AC				
Wisconsin	A	A	A	AC*	A	AC*	A			
Wyoming	A	A	AC	AC*	AC	AC*	AC*	A		

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues	Administration by Others	Familiar Examiner
<b>Total</b>	A: 47 AC: 2	A: 47 AI/AC: 1 AC/UA: 1	A: 31 AC: 10	A: 3 AC: 24 AI/AC: 20 AC/UA: 2	A: 39 AC: 4	A: 11 AC: 19 AI/AC: 8 AC/UA: 2	A: 30 AC: 3	A: 17	A: 7	A: 18 AC: 1 AI: 1
<b>Unique States</b>										
American Samoa	A	A	A	A	A	A	A	A		
Bureau of Indian Education										
District of Columbia	A	A		AC*	A		A*			
Guam	A	A	A	AC*	A	A				
Marshall Islands	A	A	A	AI/AC*	A		A			A
Micronesia	A	A		AI/AC*	A		A		A	
Northern Mariana Islands	A	A	A	A			A			
Palau	A	A		AI*	A		A			A
Puerto Rico	A	A	A	A	A			A		
U.S. Virgin Islands										
<b>Total</b>	<b>A: 8</b>	<b>A: 8</b>	<b>A: 5</b>	<b>A: 3 AC: 2 AI: 1 AI/AC: 2</b>	<b>A: 7</b>	<b>A: 2</b>	<b>A: 6</b>	<b>A: 2</b>	<b>A: 1</b>	<b>A: 2</b>

\* See Table B.19 for specifications of presentation accommodations.

**Table B.18: Presentation Accommodations (2 of 2)**

State	Additional Examples	Teacher High-lighting	Student High-lighting	Student Reads Test Aloud	Native Language Translation of Directions and/or Items	Increased Space Between Items	Simplify/Para-phrase Directions	Tactile Graphics	Prompt/Encourage Student	Page Turner
<b>Regular States</b>										
Alabama										
Alaska <sup>^</sup>		A		A						A
Arizona <sup>^</sup>							A	A		
Arkansas		A*	A*							
California <sup>^</sup>		A								A
Colorado					AC*					
Connecticut										
Delaware		A			I/AC*		AI*		A	A
Florida <sup>^</sup>	A	A	A	A		A			P	
Georgia		AC*	AC*				AC/UA*	AC/UA*		
Hawaii <sup>^</sup>										
Idaho <sup>^</sup>	A	A				A			A	
Illinois <sup>^</sup>			A							
Indiana <sup>^</sup>	A						P			
Iowa								A		
Kansas <sup>^</sup>		A	A	A			A	A	A	
Kentucky									A	
Louisiana <sup>^</sup>		A								
Maine <sup>^</sup>										
Maryland		A	A					A		
Massachusetts <sup>^</sup>									A	
Michigan <sup>^</sup>		A	A	A						A

State	Additional Examples	Teacher High-lighting	Student High-lighting	Student Reads Test Aloud	Native Language Translation of Directions and/or Items	Increased Space Between Items	Simplify/Para-phrase Directions	Tactile Graphics	Prompt/Encourage Student	Page Turner
Minnesota^		A	A		AC*					
Mississippi		A	A				AI/AC*		A	
Missouri							AI			
Montana		A								
Nebraska^		A	A			A	A	A		
Nevada^										
New Hampshire^		A		A	A					
New Jersey^								A		
New Mexico					AI/AC*		A			
New York^	A	A				A	A			
North Carolina				A		AC*				
North Dakota^		A					A	A		
Ohio		A	A							
Oklahoma^										
Oregon^		AI/AC*	AI/AC	AI/AC*	AI/AC*		A		A	AC
Pennsylvania		A	A	A	A		A			
Rhode Island^				A	A					
South Carolina^		A	A	A						
South Dakota^							A	A		
Tennessee^				A						
Texas^		A	A	A	AC*		AC*			
Utah		A	A				AC*	A		
Vermont^		A		A	A					
Virginia^							A			
Washington				A	A					A

State	Additional Examples	Teacher Highlighting	Student Highlighting	Student Reads Test Aloud	Native Language Translation of Directions and/or Items	Increased Space Between Items	Simplify/Para-phrase Directions	Tactile Graphics	Prompt/Encourage Student	Page Turner
West Virginia <sup>^</sup>							A		AC*	
Wisconsin <sup>^</sup>		A	A	A			A		A	A
Wyoming <sup>^</sup>		A	A							
<b>Total</b>	A: 4	A: 25 AC: 1 AI/AC: 1	A: 16 AC: 1 AI/AC: 1	A: 14 AI/AC: 1	A: 5 AC: 3 AI/AC: 3	A: 4 AC: 1	A: 13 AC: 2 AI: 2 AI/AC: 1 AC/UA: 1 P: 1	A: 9 AC/UA: 1	A: 8 AC: 1 P: 1	A: 6 AC: 1
<b>Unique States</b>										
American Samoa <sup>^</sup>	A	A	A			A	A			
Bureau of Indian Education										
District of Columbia					A*		A			
Guam	A						A			
Marshall Islands <sup>^</sup>										
Micronesia <sup>^</sup>							AI			
Northern Mariana Islands <sup>^</sup>										
Palau <sup>^</sup>							AI			
Puerto Rico <sup>^</sup>		A	A					A		
U.S. Virgin Islands										
<b>Total</b>	A: 2	A: 2	A: 2		A: 1	A: 1	A: 3 AI: 2	A: 1	A: 1	A: 1

\* See Table B.19 for specifications of presentation accommodations.

<sup>^</sup> See Table B.19 for descriptions of other presentation accommodations.

**Table B.19: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Presentation Accommodations**

Alabama	<p><b>Braille</b> - If used on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or Stanford 10, considered non-standard administration; only raw scores reported; report will indicate non-standard administration. Allowed without restrictions on Alabama Reading and Math Test, Alabama Direct Assessment of Writing (ADAW), Alabama High School Graduation Exam (AHSGE), Alabama Science Assessment (ASA), and alternate assessment.</p> <p><b>Read Aloud Directions</b> - Test read aloud by test administrator; allowed on ADAW, the mathematics, language, science and social studies subtests of the AHSGE, the ASA, and the mathematics and science tasks/activities on the alternate assessment.</p> <p><b>Read Aloud Questions</b> - Test read aloud by test administrator; allowed on ADAW, the mathematics, language, science and social studies subtests of the AHSGE, the ASA, and the mathematics and science tasks/activities on the alternate assessment.</p> <p><b>Sign Interpret Directions</b> - Use on the ACCESS for ELLs test is allowed with SDE approval only.</p> <p><b>Sign Interpret Questions</b> - Allowed on mathematics and science tasks/activities on the alternate assessment.</p> <p><b>Familiar Examiner</b> - Student's special education teacher. Allowed on DIBELS, Stanford 10, ARMT, ADAW, AHSGE, ASA, and ACCESS for ELLs tests.</p>
Alaska	<p><b>Read Aloud Questions</b> - Reading aloud the math or writing test questions, answer choices, and/or writing prompts is allowed. Reading aloud questions, reading passages, and/or answer choices on the reading test is allowed only in the Modified High School Graduation Qualifying Examination (Modified HSGQE); use of this modification in a regular assessment would render the assessment invalid.</p> <p><b>Sign Interpret Questions</b> - Signing math and/or writing questions to student is allowed. Test questions on the reading test may not be signed</p> <p><b>Other</b>-Allowing proctors to provide synonyms for unknown words if requested by student is allowed only in the Modified HSGQE. Use of this modification in a regular assessment would render the assessment invalid; Reading or signing multi-step math or writing test questions one step at a time; Assisting student in tracking or sequencing test items; Allowing a student with a specific learning disability in reading, writing, and/or mathematics to ask a test proctor for clarification of a test question is allowed only in the Modified HSGQE; Allowing signer to clarify test questions for a deaf student; allowed only in the Modified HSGQE; Using a checklist to remind student of tasks to be completed; Presenting directions and questions via overhead and transparencies; Using test contractor tape-recorded version of the High School Graduation Qualifying Examination (HSGQE) writing and mathematics tests; Allowing signer to clarify test questions for a deaf student; allowed only in the Modified HSGQE; Providing written version of oral directions; Writing helpful verbs in the directions on the board, or a separate piece of paper.</p>
Arizona	<p><b>Read Aloud Questions</b> - Read aloud math or writing test items in English allowed for students with a 504 plan or IEP. Reading aloud items on the Reading test is considered an alternate accommodation and is only available to students with an IEP. Use of this accommodation on the Reading test results in scores that are considered invalid for comparison and accountability purposes; results will not be included in aggregate results at the school, district and state level and students will not count as having tested for AYP purposes.</p> <p><b>Sign Interpret Questions</b> - Exact sign language interpretation of math or writing items is allowed for students with a 504 plan or IEP. Signing items on the Reading test is considered an alternate accommodation and is only available to students with an IEP.</p> <p><b>Other</b> - Cue cards; Picture directions and schedules.</p>

Arkansas	<p><b>Read Aloud Directions</b> - Readers are allowed to assist students by reading directions for the math or writing sections of the test.</p> <p><b>Read Aloud Questions</b> - Readers are allowed to assist students by reading the test items for the math or writing sections of the test; no portion of the reading test itself should be read to the student. Reading of an approved Iowa Test of Basic Skills (ITBS) subtest (no portion of the reading test may be read to any student) is allowed.</p> <p><b>Teacher Highlighting</b> - Highlighters may be used on test booklets in grades 3-9 only, no highlighters may be used on answer documents.</p> <p><b>Student Highlighting</b> - Highlighters may be used on test booklets in grades 3-9 only, no highlighters may be used on answer documents.</p>
California	<p><b>Read Aloud Questions</b> - Considered an accommodation for math, science, history-social science, and writing tests. Considered a modification for reading, language, spelling, and English language arts tests. Modifications fundamentally alter what the exam measures or affect the comparability of exam scores.</p> <p><b>Sign Interpret Questions</b> - Considered an accommodation on the math, science, writing, and social studies tests. Considered a modification if used on the reading, language, spelling, English-language arts, or the “reading, listening, speaking” test.</p> <p><b>Other</b> - Cut the actual outlines of shapes and figures from stimulus cards; available only on the California Alternate Performance Assessment (CAPA); Describe pictures as needed; available only on the CAPA; Allow students to handle objects as needed; available only on the CAPA. Place materials on a surface with a boundary so they will not fall away or roll out of reach as a student uses them; available only on the CAPA; As needed, enlarge stimulus cards; available only on the CAPA; Substitute Braille, textured, or auditory materials (such as a beeping ball) for visual stimulus materials if such materials are used regularly by the student; available only on the CAPA .</p>
Colorado	<p><b>Read Aloud Questions</b> - Oral presentation of test passages, item stems, and answer choices is allowed on writing, math, science, and escritura only; not allowed on reading Colorado Student Assessment Program (CSAP) nor on lectura. Reading the reading test is considered a modification and results in the student being assigned a “no score” for the purposes of state, district, and school reports.</p> <p><b>Sign Interpret Questions</b> - Signing of the entire assessment, including word problems is not allowed on the reading CSAP nor on the lectura.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Read aloud only the directions in the students native language is allowed for all subjects. Translated oral presentation of test passages, item stems, and answer choices in the native language of the student is not allowed on reading CSAP or on lectura.</p>
Connecticut	<p><b>Read Aloud Questions</b> - On the Connecticut Mastery Test (CMT), a reader is allowed only for math and science items. On the Connecticut Academic Performance Test (CAPT), a reader is allowed only for math, science, and interdisciplinary writing items.</p>



Delaware	<p><b>Braille</b> - Grade 1 and/or Grade 2 Braille is allowed.</p> <p><b>Read Aloud Directions</b> - Reading the test directions in English is allowed for Mathematics, Science, and Social Studies only.</p> <p><b>Read Aloud Questions</b> - Reading aloud multiple-choice options and writing prompts is allowed without restrictions on all tests. Reading aloud the passages or texts for the reading test or text-based writing, changes the construct(s) of the test; neither the Stanford Achievement Series 10<sup>th</sup> edition (SAT-10) nor the Delaware Student Testing Program (DSTP) scores of students testing with this accommodation will be included in the calculation of test results presented in the State Summary Report.</p> <p><b>Sign Interpret Questions</b> - Signing the passages or texts for the reading test or text-based writing changes the construct(s) of the test; neither the SAT-10 nor DSTP scores of students testing with this accommodation will be included in the calculation of test results presented in the State Summary Report.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Passages on the reading test or text-based writing cannot be translated. If an interpreter translates questions and options on the SAT9 or SAT10 mathematics test, reading passages in the reading test, or text-based writing into student's native language on the SAT9, SAT10, and DSTP; scores are not aggregated. Administering the entire test in Spanish (not available for the reading and writing tests); if this accommodation is used, the DSTP score will be aggregated but the SAT-10 score will not be aggregated. Administering two side-by-side tests at the same time, one version in Spanish and the second in English (not available for the reading and writing tests); if this accommodation is used, the DSTP score will be aggregated but the SAT-10 score will not be aggregated.</p> <p><b>Simplify/Paraphrase Directions</b> - Simplifying or paraphrasing test directions or items (including multiple-choice options) in English or the student's native language results in a non-aggregable score on both the SAT10 and DSTP. Presenting instructions and test questions (including multiple-choice options) via an overhead projector and transparencies.</p>
Florida	<p><b>Read Aloud Questions</b> - Oral presentation of the topic (prompt) on the writing test and all mathematics and science items is aloud. Passages and items on the reading test must be read by the student through visual or tactile means; test administrator may also read all mathematics and science questions; test questions may not be reworded, summarized, or simplified.</p> <p><b>Sign Interpret Questions</b> - Signed presentation of the topic (prompt) on the writing test and all mathematics and science items is allowed. Passages and items on the reading test must be read by the student through visual or tactile means.</p> <p><b>Other</b> - Printed copy of the directions read by the teacher from the Florida Comprehensive Assessment Test (FCAT) administration script; Tabbed or modified pages for easy turning; Limited assistance may be provided by ESOL or heritage language teacher including answering student questions about the general test directions in the student's heritage language. On the mathematics and science tests and writing prompt, limited assistance may be provided to answer specific questions about a word or phrase, but this is not allowed on the reading test.</p>

Georgia	<p><b>Braille</b> - Considered non-standard if used on Norm-Referenced Testing (NRT), nonstandard accommodations may alter what the test measures and test results for a student provided nonstandard accommodations must be interpreted in light of the nonstandard accommodations. Considered a standard accommodation on all other tests.</p> <p><b>Read Aloud Questions</b> - Reading the test in English only (any content area, subtest, or prompt) is considered conditional if used on the Criterion-Referenced Competency Tests (CRCT); considered non-standard if used on the reading comprehension and vocabulary subtests of the NRT; and allowed as standard on the Writing test only of ACCESS for ELLs. Conditional accommodations may alter what the test measures and test results for a student provided conditional accommodations must be interpreted in light of the conditional accommodations.</p> <p><b>Sign Interpret Questions</b> - Signing the test (any content area, subtest, or prompt) is considered a conditional accommodation if used on the CRCT and considered a non-standard accommodation if used on the NRT. Conditional and non-standard accommodations may alter what the test measures and test results for a student provided conditional or non-standard accommodations must be interpreted in light of the conditional or non-standard accommodations.</p> <p><b>Teacher Highlighting</b> - Use of directions that have been marked by teacher is considered a standard accommodation on ACCESS only.</p> <p><b>Student Highlighting</b> - Use of highlighter by student is allowed for ACCESS for ELLs Listening, Reading, and Writing, but not allowed for ACCESS for ELLs Speaking.</p> <p><b>Simplify/Paraphrase Directions</b> - Explaining or paraphrasing the directions for clarity (English only) is considered non-standard on the NRT.</p> <p><b>Tactile Graphics</b> - Materials presented with contrast and tactile cues is considered non-standard on the NRT.</p>
Hawaii	<p><b>Read Aloud Questions</b> - In order to receive this accommodation, a student must have a specific identified impairment that greatly limits or prevents the ability to decode text. The reading sessions for grade 3 may not be read aloud.</p> <p><b>Other</b> - Any student may raise his or her hand to request assistance in reading a mathematics problem and a related test question. Not allowed for any passage or related test questions in the reading sessions.</p>
Idaho	<p><b>Read Aloud Questions</b> - Not to be used on sections measuring reading ability.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Not allowed on test item directions.</p> <p><b>Other</b> - Writing helpful verbs in the directions on the board or on a separate piece of paper; Answering the questions about the test directions and the items; Increasing the size of the answer bubbles; Locating the answer bubbles directly along side of the choices in multiple choice exams.</p>
Illinois	<p><b>Other</b> - Audiocassette of test.</p>
Indiana	<p><b>Read Aloud Questions</b> - Under no circumstances may a student have portions of the reading comprehension subtest read to him or her. Allowed on other tests.</p> <p><b>Other</b> - Student is provided color-coded prompts for mathematical problems.</p>
Kansas	<p><b>Read Aloud Questions</b> - Human reader is allowed on mathematics, science, social studies, or reading questions only. Reading the reading passage to students is not allowed for any student group; if used on the reading passage the student counts as not tested.</p> <p><b>Other</b> - Repeat questions and responses from classmates; Use gestures (e.g., point to materials); Allow student multiple reads.</p>
Kentucky	<p><b>Repeat/Re-Read/Clarify Directions</b> - Stories (reading passages) and content passages may not be paraphrased.</p> <p><b>Other</b> - Reinforcement and behavior modification strategies.</p>

Louisiana	<p><b>Read Aloud Questions</b> - The “Reading and Responding” session of the English language arts Test on Louisiana Educational Assessment Program (LEAP 21) and Graduation Exit Examination (GEE 21), “Reading Comprehension” on Iowa Test of Basic Skills (ITBS) and the old GEE, and “Ability to Interpret Literary Materials” on ITED may not be read aloud. Allowed on all other sessions.</p> <p><b>Sign Interpret Questions</b> - The “Reading and Responding” session of the English language arts Test on LEAP 21 and GEE 21, “Reading Comprehension” on ITBS and the old GEE, and “Ability to Interpret Literary Materials” on ITED may not be signed. Allowed on all other sessions.</p> <p><b>Other</b> - Assisting the student in tracking the test items.</p>
Maine	<p><b>Read Aloud Directions</b> - Inferred from: “human reader.” Allowed on mathematics, science, and/or writing tests. On the reading sessions, directions and questions may be read aloud but not the reading passages.</p> <p><b>Read Aloud Questions</b> - Inferred from: “human reader.” Allowed on mathematics, science, and/or writing tests. On the reading sessions, directions and questions may be read aloud but not the reading passages.</p> <p><b>Sign Interpret Directions</b> - Inferred from “using sign language.” For reading sessions, sign language may be used only for questions and directions, not for reading passages.</p> <p><b>Sign Interpret Questions</b> - Inferred from “using sign language.” For reading sessions, sign language may be used only for questions and directions, not for reading passages.</p> <p><b>Other</b> - Using administrator verification of student understanding following the reading of test directions.</p>
Maryland	<p><b>Read Aloud Questions</b> - Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation with the exception of the Maryland Functional Reading Test (MFRT) and the Maryland School Assessment (MSA) in reading, grades 3 and 4, which assess student’s ability to decode printed language. Students in those grades receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes.</p>
Massachusetts	<p><b>Read Aloud Questions</b> - Test administrator may read aloud the English Language Arts (ELA) composition writing prompt or the mathematics, science and technology/engineering, and/or history and social science passages and test items to the student. Reading aloud the ELA reading comprehension test is considered a non-standard accommodation.</p> <p><b>Sign Interpret Questions</b> - Test administrator may sign the ELA composition writing prompt or the mathematics, science and technology/engineering, and/or history and social science passages and test items to the student. Signing the ELA reading comprehension test is considered a non-standard accommodation.</p> <p><b>Other</b> - The test administrator assists the student in tracking test items (e.g. moving from one test question to the next).</p>
Michigan	<p><b>Read Aloud Questions</b> - Reading aloud the Michigan Educational Assessment Program (MEAP) reading components of the English Language Arts (ELA) assessment or the MI-Access (alternate assessment) accessing print assessment to the student is considered non-standard. Non-standard accommodations change the construct that the assessment is measuring rendering scores that are not valid; use of nonstandard accommodations may also adversely affect a student’s eligibility to earn a Michigan Merit Award scholarship. In addition, students who use nonstandard assessment accommodations will not count as being assessed for the calculation of the NCLB participation rates for both the school and district.</p> <p><b>Sign Interpret Questions</b> - Signing the mathematics, science, and social studies assessments is allowed. Signing the English Language Arts assessments is considered non-standard.</p> <p><b>Other</b> - Emphasis on key words in directions; Students asking for clarification of directions.</p>

Minnesota	<p><b>Read Aloud Questions</b> - Reading the writing prompt aloud is allowed for all students. Reading the mathematics script to student is allowed for students with an IEP or 504 plan.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Translated directions (oral, written, or signed) into first language. Translation of writing prompt, oral or written. Written translation of math test or script read to student/on CD in student's first language (Basic Standards Test only).</p> <p><b>Other</b> - Segmented test book.</p>
Mississippi	<p><b>Read Aloud Questions</b> - Reading aloud test items is allowed on all tests except the reading sections of the following state assessments: Mississippi Curriculum Test (MCT)-reading, Norm-Referenced test (NRT)-reading, English II multiple choice-reading comprehension. The use of non-allowable accommodations results in test scores that are not an accurate measure of a student's achievement and knowledge; such results are therefore considered invalid scores. These results will not be included in summary statistics or to report the performance of students with disabilities to the public; any student with an invalid score is considered not tested.</p> <p><b>Simplify/Paraphrase Directions</b> - Paraphrase items is allowed on all tests except the reading sections of the following state assessments: MCT-reading, NRT-reading, English II multiple choice-reading comprehension.</p>
Missouri	<p><b>Read Aloud Questions</b> - Oral reading of all tests is allowed except on the communication arts test which invalidates student scores for accountability purposes resulting in the child being reported in Level Not Determined (LND). Except for children identified as blind/visually impaired who use oral reading as their primary instructional method.</p> <p><b>Sign Interpret Questions</b> - Mathematics, science, and/or social studies items may be signed. Items on the communication arts test may not be signed.</p>
Montana	<p><b>Read Aloud Questions</b> - Allowed on all tests but reading passages. Reading aloud reading passages is considered a non-standard accommodation; if used on the reading test, the student's score will automatically be reported in the novice performance category for that content area.</p> <p><b>Sign Interpret Questions</b> - Allowed on all tests other than the reading test. Assist students in understanding directions.</p>
Nebraska	<p><b>Read Aloud Questions</b> - In reading assessments, readers may only read the instructions and questions, not the content of the assessment.</p> <p><b>Other</b>-Read multi-step directions in small portions; Multiple-choice questions followed by answer down side with bubbles to the right.</p>
Nevada	<p><b>Read Aloud Questions</b> - Allowed on science, math, and writing. Reading the Criterion-Referenced test (CRT) or High School Proficiency Examination (HSPE) in reading or the Iowa Test of Basic Skills/Iowa test of Educational Development (ITBS/ITED) reading comprehension or vocabulary test(s) to the student is considered a modification. Modifications affect the validity of test scores; students using modifications will be placed in the lowest achievement category for that test and will not be counted for participation.</p> <p><b>Other</b> - Provide directions at the beginning of the test word for word, on a separate sheet for the student to use as needed.</p>
New Hampshire	<p><b>Read Aloud Directions</b> - Inferred from: "Read test aloud to student (Mathematics and Session 1 Writing only)."</p> <p><b>Read Aloud Questions</b> - Allowed on the mathematics and session 1 writing only. Reading the reading test is a modification and invalidates all reading sessions. Use of an accommodation in the "Modifications (F)" section will invalidate the session(s) in which it was used and no credit will be given; all affected sessions using this modification are counted as incorrect.</p> <p><b>Other</b> - Reduction of visual print by blocking or other techniques.</p>
New Jersey	<p><b>Read Aloud Questions</b> - Reading the reading passages in Language Arts Literacy is not allowed. Allowed on other tests.</p> <p><b>Sign Interpret Questions</b> - Signing the reading passages in Language Arts Literacy is not allowed. Allowed on other tests.</p> <p><b>Other</b> - Providing written directions on a separate sheet or transparency.</p>

New Mexico	<p><b>Read Aloud Questions</b> - Reading aloud stimulus material, test items, and/or answer choices is allowed on the math/science/social studies/writing tests but is a prohibited modification on the reading test. Assessments taken using a non-allowed modification will be invalidate; 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.</p> <p><b>Sign Interpret Questions</b> - Signing of stimulus material, test items, and/or answer choices is allowed on science/math/social studies/writing but is a prohibited modification for reading.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Reading aloud in the student's native language or translation of test directions is allowed in all subjects. Reading aloud in the student's native language or translation of stimulus material, test items, and/or answer choices is allowed on writing/math/science/social studies but is a prohibited modification for reading. Paraphrasing stimulus material, test items, and/or answer choices is considered a prohibited modification.</p> <p><b>Read Aloud Questions</b> - Considered a modification (results in invalid scores) on certain sections of the state grades 3-8 English language Arts (ELA) tests because these sections measure a student's reading skills (decoding and comprehension).</p> <p><b>Other</b> - Verbal description of graphics; Increased size of answer blocks/bubbles; Multiple-choice items in vertical format with answer bubble to right of response choices; Signing the listening section more than twice.</p>
New York	<p><b>Read Aloud Questions</b> - Reading aloud a reading test designed to measure reading comprehension invalidates the results of that test. Allowed on other tests.</p> <p><b>Sign Interpret Questions</b> - Interpreter signage of a reading comprehension test invalidates the results of that test. Allowed on other tests.</p> <p><b>Increased Space Between Items</b> - One test item per page edition. Not available on the writing test because there is only one prompt for the test.</p>
North Carolina	<p><b>Other</b> - Additional school support (instructional assistant, special education support staff).</p>
North Dakota	<p><b>Read Aloud Questions</b> - Reading aloud a reading test designed to measure reading comprehension invalidates the results of that test. Allowed on other tests.</p> <p><b>Sign Interpret Questions</b> - Interpreter signage of a reading comprehension test invalidates the results of that test. Allowed on other tests.</p> <p><b>Increased Space Between Items</b> - One test item per page edition. Not available on the writing test because there is only one prompt for the test.</p>
Ohio	<p><b>Other</b> - Additional school support (instructional assistant, special education support staff).</p>
Oklahoma	<p><b>Read Aloud Questions</b> - Not allowed on reading passages/selections on reading tests. Allowed on other tests.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Re-reading the directions is allowed, but signing to define or clarify a word or phrase in the directions is prohibited. Reorder questions (student may answer questions in order of his/her choice).</p> <p><b>Read Aloud Questions</b> - Allowed on all but the reading test.</p> <p><b>Sign Interpret Questions</b> - Allowed on all but the reading test.</p> <p><b>Other</b> - Test administrator assists the student in tracking and/or sequencing of test items.</p>

Oregon	<p><b>Read Aloud Questions</b> - Read mathematics, science, and social sciences, items and response choices aloud to the student (with the exception of math symbols and numerals) including read alouds using technology. On writing test: read writing prompts aloud to student. Reading the reading/literature passages, items, and distractors aloud is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Sign Interpret Questions</b> - Sign writing prompts. Signing the reading/literature, math, science, and social sciences passages, items, and distractors to a student is considered a modification.</p> <p><b>Familiar Examiner</b> - Parent as examiner when the test is given in the home is considered a modification.</p> <p><b>Teacher Highlighting</b> - Highlight words in directions. For math, science, and social sciences, (not reading/literature), proctor highlights vowel combinations in passages, items and distractors. On the writing test: highlight words in directions; proctor highlights vowel combinations in writing prompts. For the reading/literature assessment, the proctor highlights vowel combinations in passages, items, and distractors is considered a modification.</p> <p><b>Student Reads Test Aloud</b> - Student reads test aloud or sub-vocalizes text to listener or self. Student is allowed to vocalize his or her thought process out loud to himself or to a neutral proctor. Student retells story to proctor or educational assistant in his or her own words. Considered an accommodation if student responds to multiple choice items and considered a modification if the student does not respond to multiple choice items.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Translate directions orally. Also allowed on the English Language Proficiency Assessment (ELPA) for all students. Translated writing prompts into a language other than English orally, as an audio recording, or in writing is considered a modification. Administration of side-by-side Spanish/English and Russian/English version of the mathematics, science, and social sciences tests. Administration of the Spanish/English writing prompts.</p> <p><b>Other</b> - School staff re-word or simplify wording of testing items or the writing prompt; Synonym or definition is provided to student upon request. Both are considered modifications. Modifications change the content and/or performance standards of what is being measured by the test; Synonym provided for unknown word in writing prompt if requested by student; Use of physical assistance or devices for manipulation of test materials; Limit the number of distractors (answer options) on multiple choice items. Considered a modification; Provide a written version of oral directions; Provide written translations of oral directions; Read aloud audio recording of available side-by-side tests in Spanish/English and Russian/English read verbatim directly from the test booklet. Read-aloud audio record of available tests in Spanish/English side-by-side, prompts read verbatim directly from test booklet; Use sensory/processing techniques to allow students to attend to task.</p>
Pennsylvania	<p><b>Read Aloud Questions</b> - The writing prompt may be read aloud but not multiple choice items or stimulus passages. Math questions may be read aloud, but not allowed on Reading tests.</p> <p><b>Sign Interpret Questions</b> - Interpreters may translate not define, specific words and/or questions (multiple choice or open ended) on the math assessment. Not allowed for reading passages or questions.</p>
Rhode Island	<p><b>Read Aloud Directions</b> - Inferred from: "read test aloud to student (Mathematics and Session 1 Writing only)."</p> <p><b>Read Aloud Questions</b> - Inferred from: "read test aloud to student (Mathematics and Session 1 Writing only)."</p> <p><b>Other</b>-Underline key information in directions; Reduction of visual print by blocking or other techniques.</p>

South Carolina	<p><b>Read Aloud Questions</b> - Allowed without implications for scoring on the math, science, and social studies tests. Considered a modification with implications for scoring on the English language arts test. Available by audio CD-ROM on the computer or read by test administrator.</p> <p><b>Sign Interpret Questions</b> - Allowed without implications for scoring on the math, science, and social studies tests. Considered a modification with implications for scoring on the English language arts test.</p> <p><b>Other-A</b> student may need to sign the directions to the test administrator or interpreter for clarification or to demonstrate his or her understanding.</p>
South Dakota	<p><b>Read Aloud Questions</b> - Not allowed on reading comprehension passages or on the word study skills subtest (grades 3 and 4). Allowed on all other tests.</p> <p><b>Other-</b> Audiotape/CD recording of test items. Not allowed on reading comprehension passages.</p>
Tennessee	<p><b>Read Aloud Questions</b> - Readers for illustrations and graphs on the Braille or large print versions of the Tennessee Comprehensive Assessment Program (TCAP) are permitted if verified visual impairment is documented on IEP. Read aloud internal test items or prompt upon request (for students who only need certain words read to them upon request), allowed on all tests for students with an IEP and allowed on tests except those measuring reading/language arts for students with a 504 plan.</p> <p><b>Sign Interpret Questions</b> - Inferred from: "interpreter signs/cues test." Allowed only for students with a hearing impairment/deafness.</p> <p><b>Other-</b> Modified answer document or test booklet. Only for students with an IEP or 504 Plan on the writing assessment, available for all students on other assessments.</p>

Texas	<p><b>Large Print</b> - Student must be identified as having a visual impairment.</p> <p><b>Braille</b> - Student must be identified as having a visual impairment.</p> <p><b>Read Aloud Directions</b> - On the SDAA II writing test, the administrator is instructed to read the writing prompt for instructional levels 2, 3/4, 5, 6/7, 8/9 writing, and 10 ELA.</p> <p><b>Read Aloud Questions</b> - Test administrators may read any word, phrase, or sentence in a math test question for any grade 3 student. Students with an IEP or 504 plan may have an administrator read the test questions and answers for math, social studies and science sections of the Texas Assessment of Knowledge and Skills (TAKS). Students with an IEP can have an administrator read aloud the test questions and answer choices of the math, science and social studies sections of the TAKS-I and the State-Developed Alternate Assessment (SDAA) II. The SDAA II reading and writing tests for instructional level K and portions of Instructional Level 1 are designed to be read aloud to all students. Read aloud questions and answer choices on the TAKS reading for grades 3-5. Part of a bundle of accommodations only for students diagnosed with dyslexia or a severe reading disability. May only be used as a "bundled package with: orally reading all proper nouns associated with each passage before students began individual reading, and extended test time over two-day period. Reading assistance- reading aloud words, phrases, or sentences that the student is having difficulty reading. Only allowed on the Linguistically Accommodated Testing (LAT) in math for ELL students with disabilities in grades 4-9 and 11.</p> <p><b>Sign Interpret Questions</b> - The writing prompt may be signed to a student with an IEP who is deaf or hard-of-hearing, but no elaboration on the prompt may be provided. Students with an IEP or 504 plan may have an administrator sign the test questions and answer choices for math, social studies, and science sections of the TAKS. Students with an IEP can have an administrator sign the test questions and answer choices for the math, science, and social studies sections of the TAKS-I and the SDAA II.</p> <p><b>Native Language Translation of Directions and/or Items</b> - Instructions given orally before or after the test may be translated into the native language for all tests. Allowing the student to refer to both the English and Spanish LAT tests to enhance comprehension. Oral translation- orally translating words, phrases, and sentences that the student does not understand. Allowed only on the LAT in math.</p> <p><b>Simplify/Paraphrase Directions</b> - Linguistic simplification- using simpler words, pictures, or gestures to help the student understand unfamiliar words. Allowed only on the (LAT) in math.</p> <p><b>Other</b> - Blank answer documents may be copied onto colored paper; Orally reading all proper nouns associated with each passage before students began individual reading. Part of a bundle of accommodations only for students diagnosed with dyslexia or a severe reading disability. May only be used as a bundled package with: read aloud questions and answers and extended test time over two-day period on the TAKS reading assessment in grades 3-5.</p>
Utah	<p><b>Read Aloud Directions</b> - Allowed on all tests but the Utah Academic Language Proficiency Assessment (UALPA).</p> <p><b>Read Aloud Questions</b> - Not allowed on the language arts subtest of the Utah Basic Skills Competency Test (UBSCT), nor on the UALPA, nor on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options may not be read aloud on the CRT secondary language arts test. Math and science passages, questions and options on the Criterion-Referenced Test (CRT) may be read aloud in English.</p> <p><b>Sign Interpret Directions</b> - Allowed on all tests but the UALPA.</p> <p><b>Sign Interpret Questions</b> - Not allowed on the language arts subtest of the UBSCT, nor on the UALPA, nor on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options may not be signed on the CRT secondary language arts test. Math and science passages, questions and options on the CRT may be signed.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Clarification and re-signing are allowed only on the CRT.</p> <p><b>Simplify/Paraphrase Directions</b> - Paraphrasing is allowed only on the CRT.</p>



Vermont	<p><b>Read Aloud Directions</b> - Inferred from: "read test aloud to student (mathematics and session 1 writing only)."</p> <p><b>Read Aloud Questions</b> - Inferred from: "read test aloud to student (mathematics and session 1 writing only)." Reading aloud any portion of the reading test to a student is considered a modification and invalidates all reading sessions and no credit will be given.</p> <p><b>Other</b> - Reduction of visual print by blocking or other techniques.</p>
Virginia	<p><b>Read Aloud Questions</b> - Allowed for all students with an IEP or 504 Plan on the math, science, history/social science, and writing assessments. Only allowed on the reading test for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty. If a read-aloud accommodation is used on the reading test for students with disabilities who have not been determined as eligible by the school division according to the criteria stated above, it will be considered a non-standard accommodation.</p> <p><b>Sign Interpret Directions</b> - Allowed for students who are deaf or have a hearing impairment.</p> <p><b>Sign Interpret Questions</b> - Allowed for students who are deaf or hard of hearing, except on reading tests.</p> <p><b>Other</b> - Written directions to accompany oral directions.</p>
Washington	<p><b>Read Aloud Questions</b> - Use a reader to read mathematics or science items Verbatim.</p> <p><b>Sign Interpret Questions</b> - Use a reader to read mathematics or science items Verbatim in Signing Exact English sign or American Sign Language.</p>
West Virginia	<p><b>Read Aloud Questions</b> - Have stimulus material, questions, and/or answer choices read aloud verbatim to the student. On the Alternate Performance Task Assessment (APTA), all items on the math and reading/language arts tests may be read aloud verbatim except for reading comprehension items, available to all students taking the APTA. The reading comprehension items will be administered according to the prompting hierarchies. Not allowed on the reading/language arts portion of West Virginia Educational Standards Test (WESTEST).</p> <p><b>Prompt/Encourage Student</b> - Only available for students taking the APTA. Picture symbols. Allowed for all students taking the APTA.</p> <p><b>Other</b> - Replication of the student test is allowed only on the APTA.</p>
Wisconsin	<p><b>Read Aloud Questions</b> - Not allowed on reading test.</p> <p><b>Sign Interpret Questions</b> - Not allowed on reading Test.</p> <p><b>Other</b> - Provide an extra test booklet for students to view, so they don't need to flip back and forth in test book if a graph or table is on one page and questions related to it are on another; Provide treats, snacks, or prizes as appropriate before/during/after testing; Administer practice activities and teach test-taking skills for test preparation; Use oral interpreters for directions and sample items.</p>
Wyoming	<p><b>Read Aloud Questions</b> - A teacher or qualified person reads test questions in writing, mathematics, and science subtests without paraphrasing, clarifying, interpreting, elaborating, or defining word meanings.</p> <p><b>Sign Interpret Questions</b> - Sign language interpreter signs test questions in writing, mathematics, and science subtests without paraphrasing, clarifying, interpreting, elaborating, or defining word meanings.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - A teacher or qualified person re-reads test questions in writing, mathematics, and science subtests without paraphrasing, clarifying, interpreting, elaborating, or defining word meanings. Student may ask for clarification of directions (not test questions or answer choices).</p> <p><b>Other</b> - Teacher assists the student in tracking and/or sequencing of test items (e.g., moving from one question to the next or redirecting the student's attention to the test); Printing of on-line sections of assessment.</p>
American Samoa	<p><b>Other</b> - Omit questions which cannot be revised, prorate credit; Multi-choice, answers follow questions down, bubbles to right; Prompts available on tape; Teacher helps student understand prompt; Student can ask for clarification.</p>

District of Columbia	<p><b>Read Aloud Questions</b> - Reading of comprehension passages on reading test, reading of math test questions, and reading entire test (including test questions and answer options) are all considered accommodations for non-standard conditions.</p> <p><b>Repeat/Re-Read/Clarify Directions</b> - Repetition of directions is allowed without restriction. Assistance with interpretation of directions is considered an accommodation for non-standard conditions.</p> <p><b>Native Language Translation of Directions and/or Items</b> - On the spot translation of words or phrases, when practical (math only). Considered an accommodation for non-standard conditions.</p>
Guam	<p><b>Read Aloud Questions</b> - Test questions may be read to student, except when reading comprehension is being assessed.</p>
Marshall Islands	<p><b>Read Aloud Questions</b> - Allowed on tests other than reading. Reading a reading test may have the potential to invalidate a test score; invalidation of a test score means the changes in test presentation, content, or response format have resulted in changes in what the test measures; therefore, the inference one makes from a given test score is inaccurate.</p> <p><b>Other</b> - Written copies of orally presented materials.</p>
Micronesia	<p><b>Read Aloud Questions</b> - Reading a reading test may have to potential to invalidate test scores.</p> <p><b>Other</b> - Additional school support personnel; special education staff as support; Written copies of orally presented materials.</p>
Northern Mariana Islands	<p><b>Other</b> - Tape recorded test; Written directions/instructions.</p>
Palau	<p><b>Read Aloud Questions</b> - Reading a reading test may have the potential to invalidate a test score.</p> <p><b>Other</b> - Written copies of orally presented materials; Visual display required for test directions/examiner-led activities; Verbatim audiotape of directions or of presentation of total test.</p>
Puerto Rico	<p><b>Other</b> - Anotaciones, bosquejos e instrucciones [notes, outlines, and instructions]</p>

**Table B.20: Equipment and Material Accommodations (1 of 2)**

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools
<b>Regular States</b>											
Alabama	A	A	A		A		AC*	A	AC*		AC*
Alaska	A	A	A	AI/AC*	A		A	A			A
Arizona	A	A	A	AI/AC*	A		A	A	AI/AC*	AI/AC*	A
Arkansas	A			AC*	P		A		A		
California	A*	A*	A*	AI/AC*		AI/AC*	A	A		AI/AC*	
Colorado	A	A					A			AC*	A
Connecticut	A	A	A	AC*		A	A	A	AC*		
Delaware	A	A	A	AI/AC*	A	A	A	A	AC*	AC*	
Florida	A	A	A	AC*	A	A	A		A		
Georgia	A	A	A	AC/UA*	A		A	A		AC*	A
Hawaii						AC*					
Idaho	A	A	A	AC*	A	A	A	A	AC*		A
Illinois				AC*							
Indiana	A	A	A	A			A	A			A
Iowa	A	A		A		A	A				
Kansas	A	A	A	AI/AC*	A	AC*		A		A	A
Kentucky	A	A		A	A	A	A		A	A	
Louisiana	A			A	A				A		A
Maine	A	A	A		A		A		A		
Maryland	A	A		A	A	AI/AC*	A		A	A	
Massachusetts	A	A		AC/UA*	A		A		A	AC/UA*	
Michigan	A	A	A	AI/AC*		AC*	A	A	A	A	A

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools
Minnesota	A		A	AC*	A*	AC*			A		
Mississippi	A	A	A	AI/AC*	A			A	AC*		
Missouri	A	A	A	A	A				A		
Montana	A	A		AI/AC*	A		A			AI/AC*	
Nebraska	A	A	A	A	A	A	A		A	A	A
Nevada	A	A	A	AI/AC*	A		A				A
New Hampshire	A	A	A	AI/AC*			A	A	A*		
New Jersey		A	A	A	A			A		A	A
New Mexico	A	A		AC*	A	AC*				AC	A
New York	A	A	A	AI/AC*	A	A		A	A		
North Carolina	A	AI/AC*	A	AI/AC*				A	A		
North Dakota	A	A	A	AC*	A		A	A		A	
Ohio	A	A	A	AC*	A	AC*	A	A	AC*	A	A
Oklahoma	A	A	A	A	A			A	A		A
Oregon	A	A	A	A	A	A	A	A	A	A	A
Pennsylvania	A			AC*	A			A	A		
Rhode Island	A	A	A	AI*			A	A	AI/AC*	AI/AC*	
South Carolina	A	A	A	AI/AC*	A	A		A	A	AC*	A
South Dakota	A	A	A	AC*	A		A	A	AC*		A
Tennessee	A	A		AC*	A		A		A	A	
Texas				AC*	A*					AC*	
Utah	A	A		AC*	A		A				
Vermont	A	A	A	AI/AC*				A			
Virginia	A	A	A	AC*	A	AI/AC*	A	A	A	AI/AC*	A
Washington	A	A	A	AC*	A	A	A	A		A	A

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Calculator	Templates	Audio/Video Equipment	Noise Buffer	Adaptive/Special Furniture	Abacus	Manipulatives	Adapted Writing Tools
West Virginia	A	A	A	AC*	A			A	AC		
Wisconsin	A	A	A	AC*	A	A		A			A
Wyoming	A	A	A	AC*	A		A	A			
<b>Total</b>	<b>A: 46</b>	<b>A: 42 AI/AC: 1</b>	<b>A: 35</b>	<b>A: 10 AC: 19 AI: 1 AI/AC: 14 AC/UA: 2</b>	<b>A: 37 P: 1</b>	<b>A: 12 AC: 6 AI/AC: 3</b>	<b>A: 31 AC: 1</b>	<b>A: 30</b>	<b>A: 20 AC: 8 AI/AC: 3</b>	<b>A: 11 AC: 6 AI/AC: 5 AC/UA: 1</b>	<b>A: 21 AC: 1</b>
<b>Unique States</b>											
American Samoa	A	A	A	A	A	A	A	A	A		A
Bureau of Indian Education											
District of Columbia	A	A	A	A	A		A	A			A
Guam	A	A		AC*	A		A				
Marshall Islands				AI/AC*		A					
Micronesia		A		AI/AC*		A					
Northern Mariana Islands											
Palau		A		AI/AC*							
Puerto Rico*	A	A		A	A	A	A		A	A	
U.S. Virgin Islands											
<b>Total</b>	<b>A: 4</b>	<b>A: 6</b>	<b>A: 2</b>	<b>A: 3 AC: 1 AI/AC: 3</b>	<b>A: 4</b>	<b>A: 4</b>	<b>A: 4</b>	<b>A: 2</b>	<b>A: 2</b>	<b>A: 1</b>	<b>A: 2</b>

\* See Table B.21 for specifications of equipment and material accommodations.

**Table B.20: Equipment and Material Accommodations (2 of 2)**

State	Slant Board/Wedge	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/Number Line	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
<b>Regular States</b>											
Alabama	AC*	AC*		A				AC*	AC*		
Alaska^		A	A	A		A		AC*	AC*	A	
Arizona^	A			A	A//AC*		A//AC*				
Arkansas						A*					
California				A			A//AC*	A//AC*			
Colorado					A*		A//AC*			A*	A//AC*
Connecticut			A								
Delaware^					A//AC*		AC*	AC*	AC*	A	
Florida^		A	A	A		A	A	A		A	
Georgia^				A	AC//UA*			A			
Hawaii											
Idaho	A	A	A		A			A			
Illinois^						AC*					A
Indiana	A										
Iowa			A								A
Kansas^		A	A			A	P*	A		A	A
Kentucky								A			
Louisiana											
Maine				A		A	AC*				A
Maryland					A	A					A
Massachusetts				A				AC*	P*	A	A
Michigan^		A	A	A		A	A//AC*	A//AC*			

State	Slant Board/Wedge	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/Number Line	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
Minnesota				A	AC	A					
Mississippi^		A		A				AI/AC*		A	
Missouri^											
Montana							AI/AC*				
Nebraska					A	A	A	A			A
Nevada			A								
New Hampshire				A	A						
New Jersey^			A			A					
New Mexico					A		P*	A		A	
New York^		A	A			A	AI/AC*				
North Carolina					AI/AC*						
North Dakota			A		A					A	A
Ohio^	A	A	A			A	A	AC*	AC*		
Oklahoma	A	A		A							
Oregon^		A	A	A	A			AI/AC*	AI/AC*		AC
Pennsylvania						A	A				
Rhode Island				A	A*						
South Carolina				A	A	A	AI*	AC*	AC*	A	
South Dakota	A		A		AC*						
Tennessee^			A		A		AC*	AC*			
Texas				A			AC*	AC*	AC*		
Utah					AC*	A					A
Vermont				A	AC*						
Virginia					AC*		AC*	A			
Washington^	A		A								

State	Slant Board/Wedge	Secure Paper to Work Area	Visual Organizers	Color Overlay	Assistive Technology	Special Paper	Math Tables/Number Line	Dictionary/Glossary	Thesaurus	Keyboard	Graphic Organizers
West Virginia <sup>^</sup>			AC*	A	AC*	A	AC*	AC*			
Wisconsin						A					
Wyoming <sup>^</sup>			A	A	AC	A					
<b>Total</b>	A:7 AC:1	A:10 AC:1	A:17 AC:1	A:20	A:11 AC:7 AI/AC:3 AC/UA:1	A:18 AC:1	A:4 AC:6 AI:2 AI/AC:5 P:2	A:8 AC:8 AI/AC:4	AC:5 AI/AC:1 P:1	A:10	A:9 AC:1 AI/AC:1
<b>Unique States</b>											
American Samoa	A	A			A		A				
Bureau of Indian Education											
District of Columbia											
Guam			A								
Marshall Islands											
Micronesia											
Northern Mariana Islands					A						
Palau					A						
Puerto Rico <sup>^</sup>			A		A	A	A	A			A
U.S. Virgin Islands											
<b>Total</b>	<b>A:1</b>	<b>A:1</b>	<b>A:2</b>		<b>A:4</b>	<b>A:1</b>	<b>A:2</b>	<b>A:1</b>			<b>A:1</b>

\* See Table B.21 for specifications of equipment and material accommodations.

<sup>^</sup> See Table B.21 for descriptions of other equipment and material accommodations.



**Table B.21: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Equipment and Materials Accommodations**

Alabama	<p><b>Noise Buffer</b> - Allowed only on Stanford 10, Alabama Reading and Math Test (ARMT), Alabama Direct Assessment of Writing (ADAW), Alabama High School Graduation Exam (AHSGE), Alabama Science Assessment (ASA), alternate assessment, and ACCESS for ELLS.</p> <p><b>Abacus</b> - Allowed only on Stanford 10, ARMT, AHSGE, ASA, and alternate assessment.</p> <p><b>Adapted Writing Tools</b> - Allowed only on Stanford 10, ARMT, and alternate assessment.</p> <p><b>Slant Board/Wedge</b> - Allowed only on Stanford 10, ARMT, ASA, alternate assessment, and ACCESS for ELLS.</p> <p><b>Secure Paper to Work Area</b> - Allowed only on Stanford 10, ARMT, and ACCESS for ELLS.</p>
Alaska	<p><b>Calculator</b> - Use of a graphing calculator is allowed only in the Modified High School Graduation Qualifying Examination (HSGQE), use of a graphing calculator in a regular assessment would render the assessment invalid.</p> <p><b>Dictionary/Glossary</b> - Dictionaries are allowed only in the Modified HSGQE; use of this modification in a regular assessment would render the assessment invalid.</p> <p><b>Thesaurus</b> - Thesauri are allowed only in the Modified HSGQE; use of this modification in a regular assessment would render the assessment invalid.</p> <p><b>Other</b> - Using shield to reduce glare.</p>
Arizona	<p><b>Calculator</b> - Use of a four-function calculator on Mathematics test is considered an alternate accommodation and is only available to students with an IEP. Use of this accommodation results in scores that are considered invalid for comparison and accountability purposes; results will not be included in aggregate results at the school, district and state level and students will not count as having tested for AYP purposes.</p> <p><b>Abacus</b> - Use of an abacus on the math portion by a student who is blind is allowed. Use of this accommodation by a non-blind student with an IEP on the math test is considered an alternate accommodation.</p> <p><b>Manipulatives</b> - Use of manipulatives on the mathematics test is considered an alternate accommodation and is only available to students with an IEP.</p> <p><b>Assistive Technology</b> - Assistive technology with spell check, grammar check, and predict ahead functions turned off is allowed without restrictions on all tests except for the writing test. Use of assistive technology with spell check, grammar check, or predict-ahead functions is considered an alternate accommodation and is only available on the Writing test and to students with an IEP.</p> <p><b>Math Tables/Number Line</b> - Use of arithmetic tables or a number line on the mathematics test is considered an alternate accommodation and is only available to students with an IEP.</p> <p><b>Other</b> - Switches; Keyguards.</p>
Arkansas	<p><b>Calculator</b> - Calculator use is not allowed during “Session M5-Mathematics” on the benchmark exams; but is permitted on all other mathematics sessions on the benchmark exams. Calculators are not permitted for use on the Iowa tests at Grades K-2.</p> <p><b>Special Paper</b> - Scratch paper is only allowed for students in grades 1-2.</p>

California	<p><b>Magnification Equipment</b> - Considered a test variation, available if regularly used in the classroom.</p> <p><b>Amplification Equipment</b> - Considered a test variation.</p> <p><b>Light/Acoustics</b> - Considered a test variation.</p> <p><b>Calculator</b> - Considered a modification on all math and science tests. Modifications fundamentally alter what the exam measures or affect the comparability of exam scores.</p> <p><b>Audio/Video Equipment</b> - Audio presentation (CD) of test questions is allowed on math, science, history, and writing tests for students with an IEP or 504 Plan. Considered a modification on reading, language, spelling, and English language arts.</p> <p><b>Manipulatives</b> - Considered a modification on all math and science tests. Position manipulatives and stimulus cards in the way that students can best perceive them; available only on the CAPA (alternate assessment).</p> <p><b>Math Tables/Number Line</b> - Arithmetic table is considered a modification on all math and science tests.</p> <p><b>Dictionary/Glossary</b> - Using a dictionary, glossary, word book or word list for reading, language, or spelling tests is considered a modification.</p>
Colorado	<p><b>Manipulatives</b> - Allowed on math Colorado Student Assessment Program (CSAP) only.</p> <p><b>Assistive Technology</b> - Assistive technology is allowed but word predictor programs, spell-checking and grammar-checking capabilities must be disabled during the writing assessment.</p> <p><b>Math Tables/Number line</b> - Providing multiplication tables on the math CSAP is considered a modification and results in the student being assigned a "no score" for the purposes of state, district and school CSAP reports.</p> <p><b>Keyboard</b> - Personal portable keyboards such as AlphaSmart are allowed but spell-checking and grammar-checking capabilities must be disabled during the writing assessment.</p> <p><b>Graphic Organizers</b> - The use of graphic organizers on the writing test is considered a modification.</p>
Connecticut	<p><b>Calculator</b> - A talking calculator is allowed for blind or visually impaired students only on the math Connecticut Academic Performance Testing (CAPT) subtest and on the math and science Connecticut Mastery Test (CMT) subtests.</p> <p><b>Abacus</b> - Allowed for blind or visually impaired students only and allowed only on the math and science subtests of the CMT and CAPT.</p>
Delaware	<p><b>Calculator</b> - Using a calculator on the two parts of the mathematics test for which calculators are not permitted, Delaware Student Testing Program (DSTP) and Stanford Achievement Series, 9<sup>th</sup> edition (SAT9) scores will not be aggregated. Stanford Achievement Series 10<sup>th</sup> edition (SAT10) score will be aggregated.</p> <p><b>Abacus</b> - Allowed on math tests only.</p> <p><b>Manipulatives</b> - Allowed on math tests only.</p> <p><b>Assistive Technology</b> - Presenting the test via Kurzweil software is allowed without restrictions on the math, science, and social studies tests. Presenting the reading test directions, questions, multiple-choice options or reading passages via Kurzweil software changes the construct(s) of the test; neither the SAT-10 nor DSTP scores of students testing with this accommodation will be included in the calculation of test results presented in the State Summary Report. Word prediction and outlining software is allowed with no implications for scoring.</p> <p><b>Math Tables/Number Line</b> - Arithmetic tables are allowed on math tests only.</p> <p><b>Dictionary/Glossary</b> - Electronic or written bilingual dictionaries must provide only a word-for-word translation and may not be used during the reading test.</p> <p><b>Thesaurus</b> - All students may use a thesaurus on the writing test only, but students with disabilities may use an electronic thesaurus.</p> <p><b>Other</b> - Using three-dimensional representations of pictures in the test, such as supplying real coins when a picture of coins is presented. Allowed on math test only.</p>

Florida	<p><b>Calculator</b> - Calculators are not allowed to be used for basic computation on the Florida Comprehensive Assessment Test (FCAT) mathematics or science in grades 3-6. Students with disabilities may use adapted calculators for the FCAT mathematics in grades 7-10 and FCAT science in grades 8 and 11.</p> <p><b>Other</b>-Positioning tools such as a reading stand; Writing guide (grid) to produce legible answers.</p> <p><b>Calculator</b> - Considered a conditional accommodation on the Mathematics subtest of the Criterion-Referenced Competency Tests (CRCT) and a standard accommodation on the Norm-Referenced Testing (NRT). Conditional accommodations may alter what the test measures and test results for a student provided conditional accommodations must be interpreted in light of the conditional accommodations.</p> <p><b>Manipulatives</b> - Substitute manipulatives are allowed only on the Georgia Kindergarten Assessment Program-revised (GKAP-R) as a standard accommodation.</p> <p><b>Assistive Technology</b> - Assistive technology in English only (any content area, subtest, or prompt) is considered conditional if used on the CRCT; considered non-standard if used on the reading comprehension and vocabulary subtests of the NRT; allowed as standard on the Writing test only of ACCESS for ELLs.</p> <p><b>Other</b> - Sound field adaptations; Photograph used, only allowed on the GKAP-R as a standard accommodation.</p>
Georgia	<p><b>Audio/Video Equipment</b> - Presentation via audio CD. In order to receive this accommodation, a student must have a specific identified impairment that greatly limits or prevents the ability to decode text. The reading sessions for grade 3 may not be presented aloud.</p> <p><b>Calculator</b> - Not to be used on sections measuring math computation skills.</p> <p><b>Abacus</b> - Not to be used on sections measuring math computation skills.</p> <p><b>Calculator</b> - Allowed for all students on the Illinois Standards of Achievement Test (ISAT) math tests at grade 4-8. Allowed as an accommodation for students with an IEP or 504 Plan at grade 3.</p> <p><b>Special Paper</b> - Blank scratch paper is available for all students for use in Session 1 of the math test. Scratch paper is available as an accommodation for students with an IEP or 504 Plan on all tests.</p> <p><b>Other</b> - Paper ruler.</p>
Hawaii	<p><b>Calculator</b> - Use of a calculator on non calculator portions of the assessment is not allowed for any student group. If used, the student counts at not tested.</p> <p><b>Audio/Video Equipment</b> - KCA audio used for questions and answer choices. Audio tape or CD allowed for mathematics, science, social studies, and reading questions only.</p> <p><b>Math Tables/Number Line</b> - Teacher- and student-generated math journals are not allowed for any student group. If this accommodation is used, the student counts as not tested.</p> <p><b>Other</b> - Raised or bold line rulers.</p>
Idaho	<p><b>Math Tables/Number Line</b> - Arithmetic tables are only allowed in the calculator-allowed session of the Mathematics test.</p>
Illinois	<p><b>Audio/Video Equipment</b> - Audio tape or compact disk recording of test is permitted on all assessments as a standard accommodation with the exception of the Maryland Functional Reading Test (MFRT) and the Maryland School Assessment (MSA) in reading, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes.</p>
Kansas	<p><b>Calculator</b> - Use of a calculator on non calculator portions of the assessment is not allowed for any student group. If used, the student counts at not tested.</p> <p><b>Audio/Video Equipment</b> - KCA audio used for questions and answer choices. Audio tape or CD allowed for mathematics, science, social studies, and reading questions only.</p> <p><b>Math Tables/Number Line</b> - Teacher- and student-generated math journals are not allowed for any student group. If this accommodation is used, the student counts as not tested.</p> <p><b>Other</b> - Raised or bold line rulers.</p>
Maine	<p><b>Math Tables/Number Line</b> - Arithmetic tables are only allowed in the calculator-allowed session of the Mathematics test.</p>
Maryland	<p><b>Audio/Video Equipment</b> - Audio tape or compact disk recording of test is permitted on all assessments as a standard accommodation with the exception of the Maryland Functional Reading Test (MFRT) and the Maryland School Assessment (MSA) in reading, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes.</p>

Massachusetts	<p><b>Calculator</b> - Considered a non-standard accommodation if used on the mathematics test.</p> <p><b>Manipulatives</b> - Considered a nonstandard accommodation if used on the non-calculator portion of the mathematics test.</p> <p><b>Dictionary/Glossary</b> - English language dictionaries are permitted for use by all students on the English Language Arts (ELA) Composition only. No students are permitted to use a dictionary on any other Massachusetts Comprehensive Assessment System (MCAS) test.</p> <p><b>Thesaurus</b> - The use of a thesaurus is not permitted on any test, including the English Language Arts (ELA) Composition.</p> <p><b>Calculator</b> - Use of a calculator/talking calculator on the non-calculator sections of the mathematics assessment is considered a nonstandard accommodation. Use of a calculator/talking calculator is permitted on the science and social studies assessments as well as on the 'calculator permitted' sections of the mathematics assessment. Use of nonstandard accommodations may also adversely affect a student's eligibility to earn a MI Merit Award scholarship; in addition, students who use nonstandard assessment accommodations will not count as being assessed for the calculation of the NCLB participation rates for both the school and district.</p> <p><b>Audio/Video Equipment</b> - Audio version (compact disc or audiotape) of the assessment (mathematics, science, and social studies). There is no audio version of the writing or reading portions of the English Language Arts assessment.</p> <p><b>Math Tables/Number Line</b> - Arithmetic tables are considered non-standard.</p> <p><b>Dictionary/Glossary</b> - Dictionary is considered a non-standard accommodation if used in grades 3-9. All students may use a dictionary on the writing portion of the Michigan Educational Assessment Program (MEAP) English Language Assessment (ELA) high school assessment.</p> <p><b>Other</b> - Use of adapted rulers and protractors or Braille and large print rulers and protractors; Use of list of formulas as provided by the state; Use of closed circuit television; Use of actual coins and bills.</p>
Michigan	
Minnesota	<p><b>Calculator</b> - Allowed except on non-calculator items.</p> <p><b>Templates</b> - Markers are allowed for all students. Templates to reduce visual print are allowed for students with IEPs or 504 plans.</p> <p><b>Audio/Video Equipment</b> - Mathematics script presented in English to student via CD.</p>
Mississippi	<p><b>Calculator</b> - Use of a calculator on part I of the mathematics assessment for grades 7 and 8 is not considered an accommodation, as all students in those grades will use a calculator for that section of the test. It is a non-allowable accommodation if used at any other grade. The use of non-allowable accommodations results in test scores that are not an accurate measure of a student's achievement and knowledge, such results are therefore considered invalid scores. These results will not be included in summary statistics or to report the performance of students with disabilities to the public; any student with an invalid score is considered not tested.</p> <p><b>Abacus</b> - Only students who are visually impaired may use the abacus to solve mathematics problems.</p> <p><b>Dictionary/Glossary</b> - Spelling dictionaries are allowed on the mathematics section but are considered a non-allowable accommodation if used on the language arts and reading sections.</p> <p><b>Other</b> - The use of memory aids, fact charts, and/or resource sheets requires prior approval from the Office of Student Assessment.</p> <p><b>Other- Visual aids</b> (e.g. bold-line felt-tip markers, filters, bold-lined paper, writing guides).</p>
Missouri	
Montana	<p><b>Calculator</b> - Use of a calculator on non-calculator sections of the mathematics test is considered a non-standard accommodation. If used, the student's score will automatically be reported in the novice performance category for that content area.</p> <p><b>Manipulatives</b> - Use of manipulatives on non-calculator sections of the mathematics test is considered a non-standard accommodation.</p> <p><b>Math Tables/Number Line</b> - Use of a number chart or arithmetic table on non-calculator sections of the mathematics test is considered a non-standard accommodation.</p>

Nevada	<p><b>Calculator</b> - Allowed on Criterion-Referenced Test (CRT) or High School Proficiency Examination (HSPE) in Mathematics; considered a modification if used on the Iowa Test of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) math computation test or on part 2 of the ITBS/ITED math concepts and estimation test. Modifications affect the validity of test scores; students using modifications will be placed in the lowest achievement category for that test and will not be counted for participation.</p> <p><b>Calculator</b> - Calculators are permitted only during Session 2 and Session 3 of the mathematics test at all grade levels (3 through 8). Using a calculator on Session 1 of the Mathematics Test is considered a modification. Use of an accommodation in the "Modifications (F)" section will invalidate the session(s) in which it was used and no credit will be given; all affected sessions using this modification are counted as incorrect.</p> <p><b>Abacus</b> - Only for students with severe visual impairments or blindness.</p> <p><b>Other</b> - Braille ruler.</p>
New Hampshire	<p><b>Calculator</b> - Allowed in grades 8-9 and 11 of NM standards based assessment and on relevant sessions of New Mexico High School Competency Examination Test (NMHSCE). Use of calculators in grades 3-7 on standards based assessment or in prohibited sessions of NMHSCE is considered a prohibited modification. Assessments taken using a non-allowed modification will be invalidate; 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.</p> <p><b>Audio/Video Equipment</b> - Tape recording of only the directions for the reading assessment is allowed. Tape recording of the directions/stimulus material/test items/answer choices on the writing/math/social studies/science tests is allowed but is a prohibited modification on reading. Closed circuit TV is allowed on all tests.</p> <p><b>Math Tables/Number Line</b> - Use of arithmetic tables is considered a prohibited modification; assessments taken using a non-allowed modification will be invalidate.</p>
New Jersey	
New Mexico	
New York	<p><b>Calculator</b> - Considered a modification (invalidates test score) if used on sections measuring calculation skills.</p> <p><b>Math Tables/Number Line</b> - Mathematics tables are considered a modification (invalidates test score) if used on sections measuring calculation skills.</p> <p><b>Other</b> - Adapted measuring devices such as scales, graduated cylinders, Braille/large print rulers, tactile measuring tools etc.; Grammar-check device.</p>
North Carolina	<p><b>Amplification Equipment</b> - Use on the writing test may result in the student not receiving a conventions score.</p> <p><b>Calculator</b> - Use on a calculator inactive portion of a mathematics test invalidates the results of that test.</p> <p><b>Assistive Technology</b> - Devices that read aloud reading comprehension tests invalidate test results. Prediction software, electronic spellers, spell check and grammar check utilities invalidate the results of the writing assessment.</p>
North Dakota	<p><b>Calculator</b> - Calculators may not be used in part 1 of the mathematics test for grades 4, 5, 6, 7, 8, and 11, but may be used in the remaining tests. Not allowed in any part of the grade 3 North Dakota State Assessment (NDSA).</p>
Ohio	<p><b>Calculator</b> - Not allowed on reading passages/selections.</p> <p><b>Audio/Video Equipment</b> - Allowed for standardized read-aloud accommodation but not on reading test passages/selections.</p> <p><b>Abacus</b> - Not allowed on reading passages/selections.</p> <p><b>Dictionary/Glossary</b> - Dictionaries are not allowed on reading and writing tests, but are allowed on mathematics, social studies, and science tests.</p> <p><b>Thesaurus</b> - Thesauri are not allowed on reading and writing tests, but are allowed on mathematics, social studies, and science tests.</p> <p><b>Other</b> - Reading guides; Weighted lap object or vest, bead cushion, or vibrating pillow.</p>

Oregon	<p><b>Dictionary/Glossary</b> - Use of math content dictionary for the math assessment only is a modification. Modifications change the content and/or performance standards of what is being measured by the test. Use of a dictionary is considered a modification on the knowledge and skills tests. Handbooks and locally developed handouts which go beyond word definitions, usage, or spelling guides are considered modifications on the writing test.</p> <p><b>Thesaurus</b> - Use of a thesaurus (English, other language, or combination language) is considered a modification on the knowledge and skills tests.</p> <p><b>Other</b> - Correction fluid ("white-out"; correction tape); Electronic language translation devices used to translate into languages not provided by the state is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test; Commercially, or locally published materials that only include word definitions, and spelling list (with or without spelling rules) and that do not incorporate instructional or learning strategies for guidance in the writing process. Including a contractions list (in Braille, English, or other languages) that provides a spelling of the contracted symbol(s), not definitions. The abbreviations or contractions in one language would be spelled out in the same language.</p>
Pennsylvania	<p><b>Calculator</b> - Not permitted in the non-calculator section of the Mathematics test.</p>
Rhode Island	<p><b>Calculator</b> - Using a calculator on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Abacus</b> - For students with severe visual impairments or blindness (Mathematics-all sessions). If used by a student without a visual impairment on session 1 of the math test, it is considered a modification.</p> <p><b>Manipulatives</b> - Using manipulatives on session 1 of the math test is considered a modification.</p> <p><b>Assistive Technology</b> - Student dictates constructed responses using assistive technology (reading and math only).</p>
South Carolina	<p><b>Calculator</b> - Considered a modification with implications for scoring on the Palmetto Achievement Challenge Tests (PACT). Allowed for all students without implications for scoring on the math section of the High School Assessment Program (HSAP), the Algebra I/Math for the Technologies 2 and Physical Science end-of-course exams.</p> <p><b>Manipulatives</b> - Certain manipulatives may be used as an accommodation depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.</p> <p><b>Math Tables/Number Line</b> - If the student creates his or her own number line or the TA gives the student a blank number line, this is an accommodation. If the TA gives the student a completed number line, it is a modification with implications for scoring.</p> <p><b>Dictionary/Glossary</b> - All students may use a dictionary on the extended-response portion of the English language arts test of the HSAP.</p> <p><b>Thesaurus</b> - All students may use a thesaurus during the extended-response portion of the English language arts test of the HSAP.</p>
South Dakota	<p><b>Calculator</b> - Allowed on math problem solving grades 4-8, math grade 11, and science grades 8 and 11. Any four-function, scientific, or graphing calculator is allowed. Students with an IEP or 504 Plan may use a talking calculator on the math and science tests.</p> <p><b>Abacus</b> - For visually impaired students.</p> <p><b>Assistive Technology</b> - Assistive technology for reading test items aloud. Not allowed on reading comprehension passages.</p>

Tennessee	<p><b>Calculator</b> - Allowed for all students on Achievement and End-of-Course (EOC)/Gateway (only in math and physical science) tests. Allowed on the Competency test only for students with an IEP or 504 Plan.</p> <p><b>Math Tables/Number Line</b> - Mathematics Tables. Allowed for all students on Achievement and EOC/Gateway (only in math and physical science) tests. Allowed on the Competency test only for students with an IEP or 504 Plan.</p> <p><b>Dictionary/Glossary</b> - Bilingual dictionary. Not allowed on the language arts, reading, spelling, word analysis nor vocabulary subtests of the achievement tests. Not allowed on the writing assessment, nor the English I or II subtests of the EOC/Gateway.</p> <p><b>Other</b> - Pointers.</p>
Texas	<p><b>Calculator</b> - Districts must provide each student with a graphing calculator for use during the entire administration of the grade 9, grade 10, and exit level math tests. And the State-Developed Alternative Assessment (SDAA) Instructional Levels 9 and 10 math, and Texas Assessment of Knowledge and Skills (TAKS-I) Exit Level math and grade 10 and Exit Level science. Allowed for students with an IEP, on SDAA II Instructional Levels K-8 math.</p> <p><b>Templates</b> - Student may use a blank place marker with the test and the answer document. Students with a permanent or temporary disability may record responses on graph paper.</p> <p><b>Manipulatives</b> - Allowed for the math sections of the SDAA II for all instructional levels and the TAKS-I Exit Level.</p> <p><b>Math Tables/Number Line</b> - Mathematics charts allowed on the SDAA II at all instructional levels and the TAKS-I Exit Level.</p> <p><b>Dictionary/Glossary</b> - English-language dictionaries must be provided to students for the written composition portion of the TAKS grade 7 writing test, the entire grade 9 reading test, and the written composition and reading portions of the grade 10 and exit level English language arts tests. English-language dictionaries must also be provided for students with an IEP on the written composition portion of the SDAA II Instructional Levels 5, 6/7, and 8/9; the SDAA II Instructional Level 9 reading test; the reading and written composition portions of the SDAA II Instructional Level 10 ELA test, and the TAKS-I Exit Level ELA test. English as a second language (ESL) dictionary, which uses simple English and picture to define words. Allowed only on the TAKS-I and SDAA II for ELL students with disabilities. Bilingual glossary is allowed for ELLs with disabilities in grades 4-11. Allowed only on the LAT in math.</p> <p><b>Thesaurus</b> - Thesauri must be provided for the written composition portion of the SDAA II Instructional Levels 5, 6/7, and 8/9; the SDAA II Instructional Level 9 reading test; the reading and written composition portions of the SDAA II Instructional Level 10 ELA test, and the TAKS-I Exit Level ELA test.</p>
Utah	<p><b>Calculator</b> - On the Criterion-Referenced Test (CRT), calculators may be used on the following math subtests: grade 3 section 2, grade 4 section 2, grade 5 section 2, grade 6 sections 1 and 2, grade 7 sections 1-3. On the Iowa tests of Basic Skills (ITBS), calculators may be used on part 1 of the math test in grades 3, 5, and 8. Any calculator equivalent to a TI 86 or below or any calculator accepted on the SAT or ACT may be used on the Utah Basic Skills Competency Test (UBSCT) math assessment (non-calculator section). Calculators may not be used on the grade 11 computation test of the ITED.</p> <p><b>Assistive Technology</b> - Screen readers are not allowed on the language arts subtest of the UBSCT, nor on the Utah Academic Language Proficiency Assessment (UALPA), nor on the reading and vocabulary subtests of the Iowa Tests. Passages, questions, and options on the CRT secondary language arts test may not be converted to speech. Math and science passages, questions and options on the CRT may be converted to speech.</p>
Vermont	<p><b>Calculator</b> - Using a calculator on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Abacus</b> - For students with severe visual impairment or blindness. Use of an abacus on session 1 of the math test for students without severe visual impairment or blindness is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Manipulatives</b> - Using manipulatives on session 1 of the math test is considered a modification and invalidates the session it was used in and no credit will be given.</p> <p><b>Assistive Technology</b> - Student dictates constructed responses using assistive technology (reading and math only).</p>

Virginia	<p><b>Calculator</b> - Allowed on the grade 3 mathematics test and on the computation section of the grades 4, 5, 6, and 7 mathematics test (calculators are not routinely supplied to all students). Use of calculator with additional functions to those routinely supplied to all students.</p> <p><b>Audio/Video Equipment</b> - Audio-tape version of test items. Allowed for all students with an IEP or 504 Plan on the math, science, history/social science, and writing assessments. Only allowed on the reading test for students with a visual impairment, including blindness, and those students with a specific disability that severely limits or prevents them from decoding text at any level of difficulty. If the audio accommodation is used on the reading test for students with disabilities who have not been determined as eligible by the school division according to the criteria stated above, it will be considered a non-standard accommodation.</p> <p><b>Assistive Technology</b> - Word prediction/selection software is allowed on the writing prompt component of the Standards of Learning (SOL) writing assessments only.</p> <p><b>Math Tables/Number Line</b> - Arithmetic tables are allowed only if test allows calculator. Allowed on grade 3 mathematics test and on the computation section of the grades 4, 5, 6, and 7 mathematics tests.</p>
Washington	<p><b>Calculator</b> - Use calculators only as specifically permitted in test directions.</p> <p><b>Other</b> - Provide special auditory supports; Easel; Arm or stabilizer guide.</p>
West Virginia	<p><b>Calculator</b> - Calculators may be used on all sessions of the mathematics and science tests except session 1, part 1, of the mathematics test.</p> <p><b>Visual Organizers</b> - Have a piece of heavy paper to cover items on the student page when the student page is used to answer multiple items, only on the Alternate Performance Task Assessment (APTA).</p> <p><b>Assistive Technology</b> - Assistive technology routinely used for classroom instruction may be used for administration of the APTA.</p> <p><b>Math Tables/Number Line</b> - Arithmetic tables allowed for all students taking the APTA.</p> <p><b>Dictionary/Glossary</b> - Use an electronic translator or sign-dictionary to respond. Use an electronic translator or bilingual dictionary to present directions, stimulus material, questions and/or answer choices verbatim for the math, science, social studies, and both writing assessments. May only be used to present directions for the reading/language arts test.</p> <p><b>Other</b> - Line guide; Slate.</p>
Wisconsin	<p><b>Calculator</b> - Not allowed on sections measuring computation skills.</p>
Wyoming	<p><b>Calculator</b> - Calculators are allowable in certain sections of the mathematics subtest for all students.</p> <p><b>Other</b> - Use of a computer monitor screen cover.</p>
Guam	<p><b>Calculator</b> - Allowed except when numeric calculations are being assessed.</p>
Marshall Islands	<p><b>Calculator</b> - Using a calculator on a mathematics test that is designed to be a measure of mental computation may have the potential to invalidate a test score. Allowed on all other tests.</p>
Micronesia	<p><b>Calculator</b> - Calculator for mathematics. Using a calculator on a mathematics test that is designed to be a measure of mental computation may have the potential to invalidate test scores.</p>
Palau	<p><b>Calculator</b> - Using a calculator on a math test that is designed to be a measure of mental computation may have the potential to invalidate a test score.</p>
Puerto Rico	<p><b>Other</b> - Grabadora [recorder]; Libros en cassette [book on tape]; Libros grabados [recorded books]; Video cinta y video descriptivo [video tapes and descriptive video].</p>



**Table B.22: Response Accommodations**

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communi- cation Device	Spell Checker/ Assist-ance	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/ Text Device	Monitor Placement of Student Responses
<b>Regular States</b>											
Alabama	AI/AC*	AC*	AI/AC*		AI/AC*	P		AI/AC*	AI/AC*		
Alaska <sup>^</sup>	A	A	A	A	AC*	AC*	A	A	A	AC*	A
Arizona	AI/AC*		A		A		A				
Arkansas	A		A		A		A	A	A		
California <sup>^</sup>	AI*	AI/AC*	A	AI*	AC*	AI*		AI*		AI*	
Colorado <sup>^</sup>	A	A*			A*	AC*	A*	A	A		
Connecticut	AC*	AC*	AC*				A	AC*		AC*	
Delaware <sup>^</sup>	A	A	A	A		A	A	A		A	
Florida	A	A	A	A	A		A	A	A	AC*	A
Georgia <sup>^</sup>	AC*	AC/UA*	AC*		AC/UA*		AC/UA*		AC/UA*		
Hawaii											
Idaho	A	AC*	A		A	AC*	A	A	A		
Illinois	A	A	A								
Indiana <sup>^</sup>	A	A			A		A	A			
Iowa	A	A	A	A		A	A			A	
Kansas <sup>^</sup>	A	A	A	A	A	A	A	A	A	AC*	A
Kentucky	A	A			A		A			A	
Louisiana	A	A	A	A	A		A			A	
Maine	AC*	A*			AC*		A			AC*	
Maryland	A	A	A	A		AC*	A			AI/AC*	A
Massachusetts	AC/UA*	A	A		AC/UA*	AC/UA*				AC/UA*	A

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communi- cation Device	Spell Checker/ Assist-ance	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/ Text Device	Monitor Placement of Student Responses
Michigan	A	A	A	AC	A		A	AI/AC*	A	AI/AC*	
Minnesota	A		A	A			A		A	A	
Mississippi^	A	A	A	A	A		A				
Missouri	A	A		A	A		A	A	A		
Montana	A	A	A							AI/AC*	
Nebraska	A	A	A	A		A	A		A	A	
Nevada^	AI/AC*	A*	A			AI/AC*	A				
New Hampshire^	AC	A					A				
New Jersey	A	A	A		A		A	A	A		
New Mexico	A	A	A	A	AI/AC*	AI/AC*	A	A	AC	A	
New York	A	A	A	A		AI/AC*	A	A		A	
North Carolina	AI/AC*		A	AI/AC*		AI/AC*	A	A	A		
North Dakota	A	A			A	A	A	A	A	A	
Ohio	A	A*	A			AC*	A		A		
Oklahoma	A	A					A	A			
Oregon^	AI/AC*	AI/AC*	A	A		A*	A	AI/AC*	A	AI/AC*	
Pennsylvania	AC*	A	A	AC*	A*		A		AC		
Rhode Island^	AC*	AC					A		A		
South Carolina^	A	AI/AC*	A	A	A	AC*	A		A		
South Dakota	A		A	A			A	A			
Tennessee	AC*		AC*	A	A					A	
Texas^	A	A	A	A							
Utah	A	AC*	A	A			A			AC*	
Vermont^	AC*	AC					A		A		

State	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Tape Recorder	Communi- cation Device	Spell Checker/ Assist-ance	Braille	Sign Responses to Sign Language Interpreter	Pointing	Speech/ Text Device	Monitor Placement of Student Responses
Virginia <sup>^</sup>	AC*	AC*	A	AC*	AC*	A	A*		A		
Washington	A	A	A		A		A	A	A	A	
West Virginia	A	AC	A		AC*		A		AC*	A	
Wisconsin	A	A*	A	AC*	A	AC*	A	A		AC*	
Wyoming	A	A*	A	AC*	A		A		A	AC*	A
<b>Total</b>	<b>A: 33 AC: 9 AI: 1 AI/AC: 5 AC/UA: 1</b>	<b>A: 31 AC: 8 AI/AC: 3 AC/UA: 1</b>	<b>A: 35 AC: 3 AI/AC: 1</b>	<b>A: 19 AC: 5 AI: 1 AI/AC: 1</b>	<b>A: 20 AC: 4 AI/AC: 2 AC/UA: 1</b>	<b>A: 7 AC: 7 AI: 1 AI/AC: 4 AC/UA: 1 P: 1</b>	<b>A: 41 AC/UA: 1</b>	<b>A: 18 AC: 1 AI: 1 AI/AC: 3</b>	<b>A: 21 AC: 3 AI/AC: 1 AC/UA: 1</b>	<b>A: 12 AC: 8 AI: 1 AI/AC: 4 AC/UA: 1</b>	<b>A: 6</b>
<b>Unique States</b>											
American Samoa <sup>^</sup>	A	A	A	A	A	A	A	A	A	A	
Bureau of Indian Education											
District of Columbia	A*	A	A*	A*					A*		
Guam	AC*					AC*				A	
Marshall Islands	A	A	A	A	A	AI/AC*		A	A		A
Micronesia	A	A	A	A	A	AI*		A	A		A
Northern Mariana Islands <sup>^</sup>	A										
Palau	A	A	A	A	A	AI/AC*		A	A		A
Puerto Rico <sup>^</sup>	A	A	A			A	A			A	A
U.S. Virgin Islands											
<b>Total</b>	<b>A: 7 AC: 1</b>	<b>A: 6</b>	<b>A: 6</b>	<b>A: 5</b>	<b>A: 4</b>	<b>A: 2 AC: 1 AI: 1 AI/AC: 2</b>	<b>A: 2</b>	<b>A: 4</b>	<b>A: 5</b>	<b>A: 2</b>	<b>A: 4</b>

\* See Table B.23 for specifications of response accommodations.

<sup>^</sup> See Table B.23 for descriptions of other accommodations.

**Table B.23: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Response Accommodations**

Alabama	<p><b>Proctor/Scribe</b> - If used on Stanford 10, report will indicate non-standard administration and only raw scores are reported. Allowed without restriction on Alabama High School Graduation Exam (AHSGE), Alabama Science Assignment (ASA), alternate assessment, and ACCESS for ELLs.</p> <p><b>Computer or Machine</b> - Spelling checker, grammar checker, and dictionary programs prohibited. Allowed on ADAP, AHSGE, and alternate assessment.</p> <p><b>Write in Test Booklets</b> - Report will indicate non-standard administration if used on Stanford 10 and only raw scores will be reported. SDE approval is required for use on the Stanford 10 and ASA. Allowed without restrictions on ARMT, AHSGE, and ACCESS only for ELLs with disabilities.</p> <p><b>Communication Device</b> - If used on Stanford 10, report will indicate non-standard administration and only raw scores will be reported. Allowed without restriction on ASA, alternate assessment, and ACCESS for ELLs.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - If used on Stanford 10, report will indicate non-standard administration and only raw scores will be reported. Allowed without restriction on ASA, alternate assessment, and ACCESS for ELLs.</p> <p><b>Pointing</b> - If used on Stanford 10, report will indicate non-standard administration and only raw scores will be reported. Allowed without restriction on ASA, alternate assessment, and ACCESS for ELLs.</p>
Alaska	<p><b>Spell Checker/Assistance</b> - Allowed only in the Modified High School Graduation Qualifying Examination (HSGQE). Use of this modification in a regular assessment would render the assessment invalid.</p> <p><b>Speech/Text Device</b> - The use of voice recognition software is allowed only in the Modified HSGQE. Use of this modification in a regular assessment would render the assessment invalid</p> <p><b>Other</b> - Providing students with additional room for writing response; Math or writing commercially published resource guides are allowed only in the Modified HSGQE.</p>
Arizona	<p><b>Proctor/Scribe</b> - Use with multiple choice responses on all tests is allowed without restrictions. Recording or dictating to a scribe on the Writing test is considered an alternate accommodation and is only available to students with an IEP. Use of this accommodation results in scores that are considered invalid for comparison and accountability purposes. results will not be included in aggregate results at the school, district and state level and students will not count as having tested for AYP purposes.</p>

California	<p><b>Proctor/Scribe</b> - Considered an accommodation if the student provides all spelling, grammar, and language conventions details. If scribe provides spelling, grammar, and language conventions, it is considered a modification. Modifications fundamentally alter what the exam measures or affect the comparability of exam scores.</p> <p><b>Computer or Machine</b> - The use of word processing software to provide responses is considered an accommodation if the student provides all spelling, grammar, and language convention details. If the word processing software provides spelling, grammar, and language conventions, it is considered a modification.</p> <p><b>Tape Recorder</b> - The use of a tape recorder to provide responses is considered an accommodation if the student provides all spelling, grammar, and language convention details. If spelling, grammar, and language conventions are provided for the student, it is considered a modification.</p> <p><b>Communication Device</b> - Available only on the California Alternate Performance Assessment (CAPA).</p> <p><b>Spell Checker/Assistance</b> - Spelling, grammar, and language conventions are considered modifications.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Considered an accommodation if the student provides all spelling, grammar, and language convention details. If spelling, grammar, and language conventions are provided for the student, it is considered a modification.</p> <p><b>Speech/Text Device</b> - The use of a speech-to-text converter to provide responses is considered an accommodation if the student provides all spelling, grammar, and language convention details. If the speech-to-text converter provides spelling, grammar, and language conventions, it is considered a modification.</p> <p><b>Other</b> - Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech. When appropriate, accept eye gaze as a way of indicating a response; available only on the CAPA.</p>
Colorado	<p><b>Computer or Machine</b> - Spell-checking and grammar-checking capabilities must be disabled during the writing assessment.</p> <p><b>Communication Device</b> - Spell-checking and grammar-checking capabilities must be disabled during the writing assessment.</p> <p><b>Spell Checker/Assistance</b> - Spelling words to students is allowed except on the writing assessment where spelling will be part of the content/skill scored.</p> <p><b>Braille</b> - Spell-checking and grammar-checking capabilities must be disabled during the writing assessment.</p> <p><b>Other</b> - Scribed translation is not allowed on writing Colorado Student Assessment Program (CSAP) or on escritura.</p>
Connecticut	<p><b>Proctor/Scribe</b> - School personnel may bubble student verbal responses to multiple-choice or griddable items only. Not allowed on the direct assessment of writing subtest of the Connecticut Master Test (CMT) or on the reading for information or interdisciplinary writing subtests of the Connecticut Academic Performance Testing (CAPT).</p> <p><b>Computer or Machine</b> - Word processor is allowed (without using a spell-check or grammar-check function) on all tests except for the editing and revising subtests of the CMT and CAPT.</p> <p><b>Write in Test Booklets</b> - Students may make notes in the margins of their test booklets, however, circling answers in the test booklet is allowed on multiple choice items only. On the CMT, this is allowed only on the math, science, degrees of reading power, reading comprehension, and editing and revising subtests. On the CAPT, this is allowed only on the science, reading for information, and editing and revising subtests.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Sign language to multiple-choice or griddable responses only. Not allowed on the direct assessment of writing subtest of the CMT nor on the reading for information or interdisciplinary writing subtests of the CAPT.</p> <p><b>Speech/Text Device</b> - Voice recognition software (e.g. Dragon Dictate). Computer screen readers are allowed only on the math, science, and editing and revising items on the CMT. Computer screen readers are allowed only on the math, science and editing and revising items, and on the interdisciplinary writing passages on the CAPT.</p>

Delaware	<p><b>Other</b> - For written responses, deaf student records a videotape as an organizational or pre-writing tool; Responses can be recorded by video taping; Student responds to the test by writing responses in Spanish. Only allowed for writing the first draft of the writing test.</p> <p><b>Speech/Text Device</b> - Text-to-speech technology to communicate directions and test items are allowed for all tests, reading passages and items. Students may use speech-to-text technology to indicate answers, the spell check and grammar check must be inactive.</p>
Florida	<p><b>Proctor/Scribe</b> - Not allowed for ACCESS for ELLs Speaking, allowed on all other tests.</p> <p><b>Computer or Machine</b> - Word processor with all grammar and spell check devices disabled is considered non-standard on the Norm-Referenced Testing (NRT); considered standard on all other tests.</p> <p><b>Write in Test Booklets</b> - Not allowed for ACCESS Speaking.</p> <p><b>Communication Device</b> - Other communication device with grammar and spell check turned off is considered a non-standard accommodation on the NRT and a standard accommodation on all other tests. Nonstandard accommodations may alter what the test measures and test results for a student provided nonstandard accommodations must be interpreted in light of the nonstandard accommodations.</p> <p><b>Braille</b> - Considered non-standard on the NRT. Grammar and Spell check devices must be disabled.</p> <p><b>Pointing</b> - Considered non-standard on the NRT. Not allowed for ACCESS Speaking.</p> <p><b>Other</b> - Verbal response in English only is considered non-standard on NRT. Nonstandard accommodations may alter what the test measures and test results for a student provided nonstandard accommodations must be interpreted in light of the nonstandard accommodations. Not allowed for ACCESS Writing.</p>
Georgia	
Idaho	<p><b>Computer or Machine</b> - Spell checker is not allowed if spelling is being tested.</p> <p><b>Spell Checker/Assistance</b> - Not allowed if spelling is being tested. This excludes mechanics on written composition.</p>
Indiana	<p><b>Other</b> - Student is allowed to circle the answers to questions rather than "bubble" them; Student uses an answer sheet which has been enlarged.</p>
Kansas	<p><b>Speech/Text Device</b> - Screen readers are allowed on mathematics, science, social studies, and reading questions only.</p> <p><b>Other</b> - Student uses slate and stylus to respond.</p>
Maine	<p><b>Proctor/Scribe</b> - Not allowed for the writing session.</p> <p><b>Computer or Machine</b> - When used for the Writing session, spell check, grammar check, and word prediction programs should be turned off.</p> <p><b>Communication Device</b> - Technology may not be used to read the reading passages for the student.</p> <p><b>Speech/Text Device</b> - May not be used for the writing session.</p>
Maryland	<p><b>Spell Checker/Assistance</b> - Spelling and grammar devices are permitted to be used on all tests but the English High School Assessment.</p> <p><b>Speech/Text Device</b> - Screen reader (e.g. Kurzweil 3000) for verbatim reading of entire test. Use of this accommodation is permitted on all assessments as a standard accommodation with the exception of the Maryland Functional Reading Test (MFRT) and the Maryland School Assessment (MSA) in reading, grades 3 and 4. Students in those grades receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes. Also allowed are: speech-to-text conversion or voice recognition devices.</p>

Massachusetts	<p><b>Proctor/Scribe</b> - Considered non-standard if used on the English Language Arts (ELA) composition test.</p> <p><b>Spell Checker/Assistance</b> - Use of a spell- or grammar-checking function or word-prediction software for the ELA composition test is considered a nonstandard accommodation.</p> <p><b>Speech/Text Device</b> - Student may use an electronic text reader for the ELA composition writing prompt, or the mathematics and/or science and technology/engineering tests. Use of an electronic text reader on the ELA reading comprehension test is considered a non-standard accommodation. Student may use a speech-to-text conversion device to record responses on all tests except for ELA composition.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Considered non-standard if used on the English language arts test. Use of nonstandard accommodations may adversely affect a student's eligibility to earn a MI Merit Award scholarship; in addition, students who use nonstandard assessment accommodations will not count as being assessed for the calculation of the NCLB participation rates for both the school and district.</p> <p><b>Speech/Text Device</b> - Use of a screen reader for the English language arts reading assessment is considered a non-standard accommodation.</p> <p><b>Other</b> - Providing copying assistance between drafts.</p> <p><b>Speech/Text Device</b> - Using text-reader software on the reading test is considered a non-standard accommodation. If used on the reading test, the student's score will automatically be reported in the novice performance category for that content area.</p> <p><b>Proctor/Scribe</b> - Dictating responses to multiple choice and constructed response items is allowed on all tests except the High School Proficiency Examination (HSPE) in writing, and the 5th and 8th grade examinations in writing when it is considered a modification. Modifications affect the validity of test scores; students using modifications will be placed in the lowest achievement category for that test and will not be counted for participation.</p> <p><b>Computer or Machine</b> - The use of spelling, grammar, or hyphenation checks is not permitted on the writing assessment.</p> <p><b>Spell Checker/Assistance</b> - Use of an electronic spell check on a writing assessment is considered a modification.</p> <p><b>Other</b>-Student records responses (multiple-choice or constructed) on a separate sheet of paper.</p> <p><b>Other</b> - Student hand writes responses on separate paper.</p> <p><b>Communication Device</b> - Use of communication devices to read stimulus material, test items, and/or answer choices is allowed in writing/math/science/social studies but is a prohibited modification in reading unless used for responses only. Assessments taken using a non-allowed modification will be invalidate; 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.</p> <p><b>Spell Checker/Assistance</b> - Spelling words to students who request it, with the exception of the writing assessment where points are earned for spelling. Use of a spell checker on the writing test is considered a prohibited modification.</p> <p><b>Spell Checker/Assistance</b> - Considered a modification (invalidates test score) if used on tests measuring writing skills.</p> <p><b>Proctor/Scribe</b> - Use of dictation to a scribe on the state writing assessment invalidates the conventions score of the writing assessment.</p> <p><b>Tape Recorder</b> - Use audiotapes to record responses. When used on the writing test, it must be transcribed by the student or the student will receive an invalid conventions score.</p> <p><b>Spell Checker/Assistance</b> - Use of electronic spellers or spell check on the state writing assessment invalidates the results of that test.</p> <p><b>Computer or Machine</b> - Spell check, thesaurus, and grammar check must be turned off for writing test items where these skills are directly assessed.</p> <p><b>Spell Checker/Assistance</b> - Not allowed on writing tests.</p>
Michigan	
Mississippi	
Montana	
Nevada	
New Hampshire	
New Mexico	
New York	
North Carolina	
Ohio	

Oregon	<p><b>Proctor/Scribe</b> - Dictating writing sample and edits to a scribe is considered a modification on the writing test. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Computer or Machine</b> - For writing and English Language Proficiency Assessment (ELPA) tests: must turn off formatting, spell check, grammar check, and word prediction. If these functions are not turned off, it is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p> <p><b>Spell Checker/Assistance</b> - If the student initiates the process of checking spelling at an individual word level, an electronic spell check is allowed. Technology that automatically identifies errors for the student is not allowed.</p> <p><b>Sign Responses to Sign Language Interpreter</b> - Student responses in sign language on the writing assessment is considered a modification.</p> <p><b>Speech/Text Device</b> - Considered a modification on the reading/literature test.</p> <p><b>Other</b> - Peer editing or response groups during the writing process is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test; Assistance with grammar on the writing test is considered a modification. Students who require increased spacing, wider lines or margins should have additional room beyond what is in the writing folder to complete their response; Verbally coaching the student through the writing process at any step is considered a modification; Responding to the writing prompts in a language other than English is considered a modification.</p>
Pennsylvania	<p><b>Proctor/Scribe</b> - Not allowed on the writing prompt.</p> <p><b>Tape Recorder</b> - Directions via audiotape or CD on the math assessment is allowed for all students. Not allowed on the reading assessment or the multiple-choice and passages section of the writing assessment.</p> <p><b>Communication Device</b> - Spelling/grammar checkers and word prediction functions must be turned off for the writing Pennsylvania System of Student Assessment (PSSA).</p>
Rhode Island	<p><b>Proctor/Scribe</b> - Student indicates response to multiple-choice items is allowed for all tests. Student dictates constructed responses to school personnel is allowed for reading and math only. Scribing the writing test, only for students for whom it is impossible to produce a written document (e.g. a student with a recent or short-term physical injury).</p> <p><b>Other</b> - Student hand writes responses on separate paper.</p>
South Carolina	<p><b>Computer or Machine</b> - Type responses using a typewriter or computer is an accommodation. As a modification with implications for scoring, students may use word processors with voice-activated processors with spell check, grammar-check, and word prediction programs on the extended response section of "Time to Write".</p> <p><b>Spell Checker/Assistance</b> - Only allowed on the extended-response portion of the English language arts test.</p> <p><b>Other</b>-Non-verbal indication of answer choices for multiple-choice items; Alternative scoring for the extended response section of "Time to Write".</p>
Tennessee	<p><b>Proctor/Scribe</b> - On the writing assessment, only available to students with an IEP, 504 Plan, or temporary disability (e.g., broken dominant arm). Available to all students on other assessments.</p> <p><b>Write in Test Booklets</b> - On the writing assessment, only available to students with an IEP or 504 Plan. Available to all students on other assessments. Record answers on a separate piece of paper. On the writing assessment, only available to students with an IEP or 504 Plan. Available to all students on other assessments.</p>
Texas	<p><b>Other</b> - Student may record responses on a dry-erase board, chalkboard, or scratch paper.</p>



Utah	<p><b>Computer or Machine</b> - Allowed only on writing Direct Writing Assessment (DWA) and Utah Basic Skills Competency Test (UBSCT), language arts Criterion-Referenced Test (CRT) and UBSCT, and the Utah Academic Language Proficiency Assessment (UALPA). Grammar check and spell check must be turned off.</p> <p><b>Speech/Text Device</b> - Allowed on all tests but the Iowa Tests.</p> <p><b>Proctor/Scribe</b> - Student indicates response to multiple-choice items is allowed on all tests. Student dictates constructed responses to school personnel is allowed on reading and math tests only. Scribing the writing test, only for students for whom it is impossible to produce a written document (e.g. a student with a recent or short-term physical injury).</p> <p><b>Other</b> - Student hand writes responses on separate paper.</p> <p><b>Proctor/Scribe</b> - Student responds verbally, or indicates an answer and Examiner/Proctor marks answer document is allowed on all tests. Dictation to a scribe is allowed on the direct writing component of the English test only.</p> <p><b>Computer or Machine</b> - Word processor, typewriter. For students who are blind or have visual impairments and who do not read Braille, as well as students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. For the direct-writing assessment of the Standards of Learning (SOL) English tests only.</p> <p><b>Tape Recorder</b> - Only for pre-writing activity to tape response for the direct writing component of the English test.</p> <p><b>Communication Device</b> - For students who are blind or have visual impairments and who do not read Braille, as well as students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. For the direct-writing assessment of the SOL English tests only.</p> <p><b>Braille</b> - Blind and low-vision students may use a Braille writer to respond to the writing prompt/direct-writing component of the English test or record responses to multiple-choice questions on the SOL test.</p> <p><b>Other</b> - Enlarging the answer document.</p>
Vermont	
Virginia	
West Virginia	<p><b>Communication Device</b> - Available for all students taking the Alternate Performance task Assessment (APTA).</p> <p><b>Pointing</b> - Allowed for all students on the APTA.</p>
Wisconsin	<p><b>Computer or Machine</b> - If spelling is part of the student's score (e.g., the Writing prompt), the computer's spell check function should be turned off.</p> <p><b>Tape Recorder</b> - Not allowed on the Writing test.</p> <p><b>Spell Checker/Assistance</b> - Provide spelling assistance, where appropriate. Not allowed on language arts or writing tests.</p> <p><b>Speech/Text Device</b> - Not allowed on reading tests.</p>
Wyoming	<p><b>Computer or Machine</b> - A student types responses on a word processor. Spelling and grammar devices must be disabled during writing subtest. Spelling, and grammar devices do not need to be disabled during the reading, mathematics, or science subtests. Use of a dictionary under the tools menu is allowable on the writing subtest.</p> <p><b>Tape Recorder</b> - Student uses a tape recorder to record test responses rather than writing on a paper during the reading, mathematics, or science subtests.</p> <p><b>Speech/Text Device</b> - Student uses text to speech software in writing, math and science subtests. Student uses speech-to-text conversion or voice recognition during the reading, mathematics, and science subtests.</p>
American Samoa	<p><b>Other</b> - Increase size of answer bubbles; Copy assistance between drafts.</p>

District of Columbia	<p><b>Proctor/Scribe</b> - Oral response to questions and student dictates to examiner responses to constructed-response items for later verbatim transcription are both considered accommodations for non-standard conditions.</p> <p><b>Write in Test Booklets</b> - Considered an accommodation for nonstandard conditions.</p> <p><b>Tape Recorder</b> - Student responds to constructed-response items on audio tape for later verbatim transcription, considered an accommodation for non-standard conditions.</p> <p><b>Pointing</b> - Considered an accommodation for non-standard conditions.</p>
Guam	<p><b>Proctor/Scribe</b> - Not allowed on writing skills.</p> <p><b>Spell Checker/Assistance</b> - Not allowed when spelling or grammar is being assessed.</p>
Marshall Islands	<p><b>Spell Checker/Assistance</b> - Allowed on sections that do not score the correctness of spelling. Using spelling tools on writing or language arts tests that score the correctness of spelling may have the potential to invalidate a test score.</p>
Micronesia	<p><b>Spell Checker/Assistance</b> - Using spelling tools on writing or language arts test that score the correctness of spelling may have the potential to invalidate a test score.</p>
Northern Mariana Islands	<p><b>Other</b> - Alternate recording methods.</p>
Palau	<p><b>Spell Checker/Assistance</b> - Using spelling tools on writing or language arts test that score the correctness of spelling has the potential to invalidate a test score.</p>
Puerto Rico	<p><b>Other</b> - Anatoadores [notetaker]</p>

**Table B.24: Scheduling/Timing Accommodations**

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
<b>Regular States</b>						
Alabama^	AC	AC*	AC*	A		AC*
Alaska	A	A		A	A	
Arizona	A	A	A			
Arkansas	A	A		A		
California	AC*	A		A	A	
Colorado	A	A	A	A		AC*
Connecticut	A	A	A	A		
Delaware		A	A		A	
Florida	A	A	A	A	A	
Georgia	AC/UA*	AC/UA*		A	AC*	A
Hawaii						
Idaho	A	A	A	A	A	A
Illinois	A	A				
Indiana	A	A	A	A		
Iowa	A	A				A
Kansas	A	A	A	A		A
Kentucky	A					
Louisiana	A	A	A	A		
Maine	A	A	A	A	A	A
Maryland	A	A	A	A*	A*	A
Massachusetts		A		A	P	
Michigan^	A	A		A		A*
Minnesota^	AC*			A		
Mississippi^	A	A	A	A	A	
Missouri	AI/AC*	A	A			

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
Montana	A	A	A	A		A
Nebraska	A	A		A	A	
Nevada	AC*	A		A		
New Hampshire	A	A		A		
New Jersey^	A	A			A	
New Mexico		A		A		AC*
New York	A	A	A		A	
North Carolina	A	A	A		A	
North Dakota						
Ohio	A	A		A	P	
Oklahoma		A	A	A		A
Oregon^	A	A	A	A		
Pennsylvania	A	A	A		A	
Rhode Island	A	A		A		
South Carolina		A	A	A	A	
South Dakota		A	A	A		
Tennessee^	A	A	A	A		
Texas					AC*	
Utah	A	A		A		
Vermont	A	A		A		
Virginia		A	A	A	A	A
Washington	A	A		A	A	
West Virginia	A	A		AC*	AC*	A
Wisconsin	A	A			A	
Wyoming	A	A		A	A	A

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days	Flexible Scheduling
<b>Total</b>	A: 34 AC: 4 AI/AC: 1 AC/UA: 1	A: 43 AC: 1 AC/UA: 1	A: 23 AC: 1	A: 35 AC: 1	A: 18 AC: 3 P: 2	A: 12 AC: 3
<b>Unique States</b>						
American Samoa <sup>^</sup>	A	A	A		A	A
Bureau of Indian Education						
District of Columbia	A*	A*		A	A	A
Guam	A	A	A	A		
Marshall Islands	A	A	A		A	
Micronesia	A	A			A	
Northern Mariana Islands <sup>^</sup>						
Palau	A	A			A	
Puerto Rico	A	A	A		A	
U.S. Virgin Islands						
<b>Total</b>	<b>A: 7</b>	<b>A: 7</b>	<b>A: 4</b>	<b>A: 2</b>	<b>A: 6</b>	<b>A: 2</b>

\* See Table B.25 for specifications of scheduling and timing accommodations.

<sup>^</sup> See Table B.25 for descriptions of other scheduling and timing accommodations.

**Table B.25: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Scheduling/Timing Accommodations**

Alabama	<p><b>With Breaks</b> - Must be between subtests. Allowed on Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford 10, Alabama Reading and Math Test (ARMT), Alabama High School Graduation Exam (AHSGE), alternate assessment, and ACCESS for ELLs. Not allowed on Alabama Direct Assessment of Writing (ADAW). Rest break increased to ____ minutes is allowed on Alabama Science Assessment (ASA).</p> <p><b>Multiple Sessions</b> - Allowed on DIBELS, Stanford 10, ARMT, AHSGE, alternate assessment, and ACCESS for ELLs. Not allowed on ADAW.</p> <p><b>Flexible Scheduling</b> - Allowed on DIBELS, Stanford 10, ARMT, and ACCESS for ELLs.</p> <p><b>Other</b> - Continue until, in the administrator’s judgment, the student can no longer sustain the activity.</p>
California	<p><b>Extended Time</b> - All students may use on the California Standards Tests (CST), California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), and Physical Fitness tests. Only students with IEPs or 504 plans may use on California Achievement Tests (CAT/6) and Aprenda 3.</p>
Colorado	<p><b>Flexible Scheduling</b> - In the writing assessment, the drafting of the extended response in grades 4-10 must be completed before the editing session, and the two sessions must occur within the same week.</p>
Georgia	<p><b>Extended Time</b> - Considered non-standard on the Norm-Referenced Testing (NRT). Nonstandard accommodations may alter what the test measures and test results for a student provided nonstandard accommodations must be interpreted in light of the nonstandard accommodations. Allowed on all other tests.</p> <p><b>With Breaks</b> - Considered non-standard on the NRT, allowed on all other tests.</p> <p><b>Over Multiple Days</b> - Allowed only on ACCESS for ELLs.</p>
Maryland	<p><b>Time Beneficial to Student</b> - Allowed on all tests except high school assessments.</p> <p><b>Over Multiple Days</b> - Allowed on all tests except high school assessments.</p>
Michigan	<p><b>Flexible Scheduling</b> - Administer assessment sections in any order for mathematics, English language arts, science, and social studies.</p> <p><b>Other</b> - Clock or method of informing students of remaining time.</p>
Minnesota	<p><b>Extended Time</b> - Not applicable to Test of Emerging Academic English (TEAE), a timed test.</p> <p><b>Other</b> - Individualized testing schedule.</p>
Mississippi	<p><b>Other</b> - Continue until, in the test administrator’s judgment, the pupil can no longer continue the activity.</p>
Missouri	<p><b>Extended Time</b> - Allowed on the Terra Nova survey. If used, the student score cannot be compared with scores generated under standard conditions.</p>
Nevada	<p><b>Extended Time</b> - Not allowed on language subtests of the Criterion-Referenced Test (CRT) and High School Proficiency Examination (HSPE), or on the writing subtest of the Norm-Referenced Test (NRT).</p>
New Jersey	<p><b>Other</b> - Terminating a section of the test when a student has indicated that he or she has completed all the items he or she can.</p>
New Mexico	<p><b>Flexible Scheduling</b> - On the writing assessment, the drafting of the extended response in grades 4-9 and 11 must be completed before the editing task and the two sessions must occur within the same week.</p>
Oregon	<p><b>Other</b> - Schedule assessment for an individual student outside the official testing window. This is considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p>

Tennessee	<b>Other</b> - An individual student may be administered fewer Achievement subtests during a given day than the recommended system schedule.
Texas	<b>Over Multiple Days</b> - Part of a bundle of accommodations only for students diagnosed with dyslexia or a severe reading disability. May only be used as a "bundled package with: read aloud questions and answers and orally reading all proper nouns associated with each passage before students began individual reading. Allowed on the Texas Assessment of Knowledge and Skills (TAKS) reading for grades 3-5.
West Virginia	<b>Time Beneficial to Student</b> - Determine the testing schedule that provides optimum testing conditions for individual students on the Alternate performance Task Assessment (APTA). <b>Over Multiple Days</b> - If either a medical or behavioral crisis precludes the student from completing the section within the school day, the student, once the crisis has passed, may complete the unfinished items on another day within the testing window. Only allowed for all students taking the APTA.
American Samoa	<b>Other</b> - Time of day.
District of Columbia	<b>Extended Time</b> - Considered an accommodation for non-standard conditions. <b>With Breaks</b> - Breaks between subtests are allowed without restrictions, breaks during subtests (lasting no longer than 3-5 minutes) is considered an accommodation for non-standard conditions.

**Table B.26: Setting Accommodations**

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/ Decrease Opportunity for Movement	Hospital	Non-School Setting
<b>Regular States</b>											
Alabama^	A	A	A		A		AC*	AC*			
Alaska	A	A	A	A	A	A			A		
Arizona	A	A	A	A	A						
Arkansas	A	A	A		A						
California	A	A	A	A		AC*	A			A	
Colorado	A	A			A						
Connecticut	A	A	A	A			A	A			
Delaware^	A	A		A	A						
Florida^	A	A	A	A		A	A		A	A	
Georgia^	A	A	A	A	A		A	A		A	
Hawaii											
Idaho	A	A	A	A	A	A					
Illinois	A	A		A							
Indiana	A	A			A						
Iowa			A	A							
Kansas^	A		A	A	A	A					
Kentucky				A							
Louisiana	A	A									
Maine	A	A	A	A		A	A		A	A	
Maryland	A	A	A	A	A	A	A			A	
Massachusetts	A	A	A	A	A						



State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/ Decrease Opportunity for Movement	Hospital	Non-School Setting
Michigan^	A	A		A	A	A	A	A	A	A	
Minnesota	A	A									
Mississippi^	A	A	A	A	A		AC*				
Missouri^	A	A				A					
Montana^	A	A	A	A	A		A				
Nebraska	A	A	A	A	A	A					
Nevada	A	A	A	A							
New Hampshire	A	A	A	A	A	A					A
New Jersey	A	A	A	A	A		A	A		A	
New Mexico	A	A	A		A						
New York	A	A	A	A	A	A					
North Carolina	A	A	A	A	A		A			A	
North Dakota^	A	A	A		A	A	A		A	A	
Ohio	A	A	A								
Oklahoma	A	A	A	A				A			
Oregon	A	A	A	A	A	A	AI*		A		
Pennsylvania		A	A	A	A		A			A	
Rhode Island	A	A	A	A	A	A					A
South Carolina	A	A		A	A	A					
South Dakota	A	A	A	A	A	A	A			A	
Tennessee	A	A	A	A	A		A				A
Texas	A	A									
Utah	A	A	A	A	A	A	A			A	
Vermont	A	A	A	A	A	A					A

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distractions	Student's Home	Special Ed. Classroom	Increase/ Decrease Opportunity for Movement	Hospital	Non-School Setting
Virginia	A	A	A		A	A	A			A	A
Washington <sup>^</sup>	A	A	A	A	A						
West Virginia <sup>^</sup>	A	A		A		AC*					
Wisconsin	A	A	A	A	A	A	A		A	A	
Wyoming	A	A	A	A	A	A	A			A	
<b>Total</b>	<b>A: 46</b>	<b>A: 46</b>	<b>A: 37</b>	<b>A: 37</b>	<b>A: 34</b>	<b>A: 21</b> <b>AC: 2</b>	<b>A: 18</b> <b>AC: 2</b> <b>AI: 1</b>	<b>A: 5</b> <b>AC: 1</b>	<b>A: 7</b>	<b>A: 15</b>	<b>A: 5</b>
<b>Unique States</b>											
American Samoa	A	A	A	A		A					
Bureau of Indian Education											
District of Columbia	A	A	A		A	A					
Guam	A	A	A	A	A						
Marshall Islands	A	A	A	A	A		A			A	
Micronesia <sup>^</sup>	A	A					A			A	
Northern Mariana Islands <sup>^</sup>	A	A									A
Palau <sup>^</sup>	A	A	A		A		A			A	A
Puerto Rico <sup>^</sup>			A	A	A	A				A	
U.S. Virgin Islands											
<b>Total</b>	<b>A: 7</b>	<b>A: 7</b>	<b>A: 6</b>	<b>A: 4</b>	<b>A: 5</b>	<b>A: 3</b>	<b>A: 3</b>	<b>A: 3</b>	<b>A: 4</b>	<b>A: 4</b>	<b>A: 2</b>

\* See Table B.27 for specifications of setting accommodations.

<sup>^</sup> See Table B.27 for descriptions of other setting accommodations.

**Table B.27: Specifications and Descriptions of “Certain Circumstances,” “Implications for Scoring,” “Unique Aggregated,” and “Other” Setting Accommodations**

Alabama	<p><b>Student’s Home</b> - Homebound students only.</p> <p><b>Special Ed. Classroom</b> - Not allowed on alternate assessment.</p> <p><b>Other</b> - With teacher facing student.</p>
California	<p><b>Minimize Distractions</b> - Available only on the California Alternate Performance Assessment (CAPA).</p>
Delaware	<p><b>Other</b> - Using physical assistance from a test administrator; examples include direct assistance with navigating in electronic format.</p>
Florida	<p><b>Other</b> - Desk cleared of extraneous items.</p>
Georgia	<p><b>Other</b> - ESOL classroom.</p>
Kansas	<p><b>Other</b> - Access to a computer lab.</p>
Michigan	<p><b>Other</b> - Background music; Use of alternative writing position.</p>
Mississippi	<p><b>Student’s Home</b> - Only for homebound students.</p>
	<p><b>Other</b> - Facing the test administrator while directions are given.</p>
Missouri	<p><b>Other</b> - Testing with teacher facing student.</p>
Montana	<p><b>Other</b> - Teacher faces the student during test administration.</p>
North Dakota	<p><b>Other</b> - Background music; Adjusted grouping.</p>
Oregon	<p><b>Student’s Home</b> - Considered a modification. Modifications change the content and/or performance standards of what is being measured by the test.</p>
Washington	<p><b>Other</b> - Provide architecturally accessible testing sites; Assess students in their instructional setting (with appropriate test security procedures).</p>
West Virginia	<p><b>Minimize Distractions</b> - Only available for students taking the Alternate Performance Task Assessment (APTA) and the 4th grade writing assessment.</p>
	<p><b>Other</b> - Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.</p>
Micronesia	<p><b>Other</b> - Special seating; Adjusted grouping.</p>
Northern Mariana Islands	<p><b>Other</b> - Room accommodations.</p>
Palau	<p><b>Other</b> - General education classroom with: adjusted grouping, an additional school support person, or special education staff as support.</p>
Puerto Rico	<p><b>Other</b> - Specialized workstation.</p>

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