

## Appleton Area School District

### Allowable Test Practices and Accommodations for Students with Disabilities on District-Wide Assessments

- Test practices and accommodations recommended for district-wide assessments should be consistent with day-to-day instructional practices or classroom assessment accommodations already in use.
- Test practices and accommodations should provide the student with equitable access to information and/or an equitable opportunity to demonstrate knowledge and skills.
- Test practices and accommodations should not change the skill or construct being measured.
- All accommodations must be documented on the student's IEP (form I-7) or 504 plan.

**Questions reflecting these requirements should be addressed by teams when considering test practices and accommodations for students with disabilities participating in district-wide assessments. These should include:**

1. Is the accommodation or test practice that is being considered already in use in the classroom or for classroom assessments?
  - a. If yes, is there evidence that it is necessary or effective?
  - b. If no, a classroom trial period is recommended before requiring for district-wide assessments.
2. Does the test practice or accommodation provide the student with equitable access to the assessment content and/or with an equitable means of demonstrating knowledge or skill?
3. Consider the skills and constructs being assessed; will the accommodation or test practice alter what the test is designed to measure?

#### **Test Directions**

1. Sign language for directions
2. Mark or highlight directions
3. Explain or clarify directions
4. Student rereads and/or restates directions
5. Teacher reads directions aloud for student
6. Teacher rereads/clarifies directions for student

#### **Content Presentation**

1. Turn pages for student
2. Braille
3. Describe pictures (for visually impaired)
4. Large print
5. Student uses visual magnification device

6. Student uses audio amplification device
7. Student uses color overlay
8. Page markers or rulers to keep place
9. Extra test materials to avoid the need to flip between answer page and assessment items
10. Sign language for test passages and questions (not on reading tests)
11. Text talker for test passages and questions (not on reading tests)
12. Student reads aloud to self
13. Test administrator reads passages and questions aloud (not on reading tests)
14. Student records self reading aloud and plays back recording
15. Audio recording of test passages and questions (not on reading tests)

### **Response**

1. Manipulatives, number charts, number lines
2. Calculator use and/or multiplication table (not on computation skills tests)
3. Blank templates or graphic organizers
4. Student shows work on test
5. Braille writer
6. Oral responses to scribe
7. Signed responses to scribe (Student must sign in exact English for writing tests)
8. Student records responses using an audio or video device
9. Student uses computer or word processor (no calculator function for computation tests; no spellcheck or grammar check functions for communication arts or writing tests)
10. Spelling assistance where appropriate for tests other than communication arts or writing

### **Setting**

1. Student moves, stands, or paces during individual administration
2. Provide appropriate distraction-free space
3. Allow student to take test in supervised and familiar individual or small group setting
4. Adaptive furniture, lighting, acoustics

### **Timing/Scheduling**

1. Allow student to take breaks
2. Extended time for completion