

## Providing Test Accommodations

The appropriate provision of test accommodations provides students with disabilities an equitable opportunity to demonstrate acquired knowledge and abilities during the administration of State and local tests. The provision of test accommodations to afford students with disabilities equal opportunity is required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Test accommodations to be afforded to a student are determined by the Committee on Special Education for students with IEPs; the Section 504 Committee for students with 504 plans; and the Building Principal for students who become disabled immediately prior to administration of district or State examinations and for building level examinations.

Building principals must ensure that test accommodations are consistently administered to students with disabilities, as specified in the IEP or 504 Accommodation Plan. Individuals administering or proctoring tests must implement the test accommodations **exactly as stated on the student's plan**. Teachers administering tests and proctors may not provide additional accommodations to a student, nor can they decide that an accommodation is not appropriate. The following provides guidelines on the administration of specific test accommodations.

- **Directions read:** the proctor must read the directions for each section/item to the student. Only directions are read. Questions, passages, response choices may not be read.
- **Directions clarified:** the proctor must simplify the language in the directions. The proctor may answer the student's question about the directions.
- **Test read:** the proctor must read the entire test, including directions, passages, questions, response choices, and words on graphs, tables, etc. Content must be read in a neutral manner, without intonating, emphasizing or otherwise drawing attention to key words and phrases. Except for directions, passages and items must be read word for word, without clarification or explanation. (For teacher developed tests, the teacher may determine the extent to which any clarification can be provided without compromising test validity.)
- **Read isolated words or content specific words:** the proctor must read words that are isolated, i.e. single words that are response choices, single words in analogies or similar type questions. The proctor must also read difficult words that are specific to the test subject. The proctor may read words that the student asks him/her to read so long as the word is isolated or a word specific to the subject of the test (science, history, etc.).
- **Use of word processor:** the proctor must ensure that the student has access to a word processor. The spell check and grammar check must be disabled on the word processor, unless the student also has test accommodations deleting requirements for spelling/grammar.
- **Use of scribe (amanuensis):** the proctor (scribe) records the response exactly as dictated by the student. For essay items, the student must provide the spelling of more difficult words, punctuation, paragraphing, etc. The scribe may record the dictation of the student without any punctuation, paragraphing, capitalization, etc. and then have the student read the essay and indicate the punctuation, paragraphing, capitalization, etc. The scribe must record responses in a neutral manner without questioning the student or using body language that will provide the student with cues to errors, etc.
- **Frequent breaks:** the proctor must notify the student when he/she is allowed to take a break as specified on the student's IEP. The proctor must ensure the integrity of the test by ensuring that the student is supervised during the break. The proctor must record the duration of all breaks and add this time to the total time allowed for the test. The student is not to lose test administration time due to the breaks taken.

**If a student refuses an accommodation:** If a student refuses an accommodation that is listed on his/her IEP or 504 plan, the proctor must explain to the student that the accommodation is provided to him/her due to his/her disability and will provide the student an equal opportunity to demonstrate his/her knowledge. If the student continues to refuse the accommodation, the proctor should attempt to have the student's special education teacher or school counselor speak with the student and explain the reason for the test accommodation. If the student continues to refuse the accommodation, the proctor should document the refusal and notify the student's IEP case manager or the school counselor (for students with 504 plans) of the refusal. In the case of high stakes tests (State examinations, district-wide examinations) the special education teacher or school counselor should notify the building principal who may elect to contact the student's parent.