

# **PARTICIPATION GUIDELINES**

**For Alaska Students  
In State Academic  
Assessments**

**Students Identified as  
Limited English Proficient  
and Students with Disabilities**



**Alaska  
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## **OVERVIEW**

The *Participation Guidelines for Alaska Students in State Assessments* is designed to help Alaska fulfill the commitment to include all students in state assessments. Assessment of a student with a disability or limited English language proficiency is complicated because a disability or language can mask a student's proficiency. Overcoming this masking effect is important when assessing students on the Standards Based Assessments (SBAs) in grades 3–10, the TerraNova in grades 5 and 7, and the High School Graduation Qualifying Examination (HSGQE).

### **Limited English Students**

This booklet outlines the responsibilities of districts for accommodating students with limited English. Assessment of students with limited English proficiency (LEP) is required regardless of a student's number of months or years in the United States. Contact the department for conditions that apply to first year immigrants. It is important that LEP students are provided accommodations to fairly access the curriculum as well as participate in content assessments. For detailed instructions on the selection, administration and evaluation of LEP accommodations refer to the *Testing Accommodations Manual for LEP Students* at the department website: [www.eed.alaska.gov/tls/assessment/elp.html](http://www.eed.alaska.gov/tls/assessment/elp.html).

### **Students with Disabilities**

This booklet explains the assessment options available to a student with a disability and the decisions that must be made by the student's Individualized Education Program (IEP) or section 504 team. The first decision is whether a student is on a diploma track or a non-diploma track.

A student who is not on a diploma track is required to participate in the alternate assessment, which is based on alternate achievement standards.

Students on a diploma track will participate in the regular assessments. Decisions must be made regarding how best to accommodate students so that their disability does not mask proficiency during an assessment. In addition, if a student with a disability does not pass the HSGQE as a sophomore in high school, decisions must be made on how to provide the student with an alternative assessment program, which consists of the modified HSGQE or nonstandardized HSGQE.

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For detailed instructions on the selection, administration and evaluation of accommodations for students with disabilities refer to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* at the department website: [www.eed.alaska.gov/tls/assessment/accommodations.html](http://www.eed.alaska.gov/tls/assessment/accommodations.html).

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## STUDENTS WITH Limited English Proficient

### **Making Decisions about Students who are Limited English Proficient**

All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. An LEP student is an individual whose first language is not English, or an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [4 AAC 34.090(a)(2)]. For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students. See the *Guidance for Limited English Proficient Student Identification and Assessment* on the department website at: [www.eed.alaska.gov/tls/assessment/elp.html](http://www.eed.alaska.gov/tls/assessment/elp.html). Students identified as LEP must be provided reasonable accommodations on state academic assessments, to the extent practicable. Accommodations are allowed for LEP students when testing for academic content knowledge and skills, but **not** when testing for English language proficiency.

### **Who makes the decision on LEP accommodations?**

Teams of people (teachers, administrators, etc.) who know the educational needs of the LEP student should make decisions concerning appropriate LEP accommodations to be used during statewide content assessments. Teams should include a teacher or administrator, when available, who has specialized training or experience with limited English speaking students and instruction. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows LEP students gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the LEP student's file.

### **What are ELL-responsive accommodations?**

The research-based LEP accommodations in Table 1 are ELL-responsive, i.e., have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and

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ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level. The accommodations that are administrative practices, while not specifically responsive to the linguistic needs of ELLs, can be helpful in administering the content assessments. For detailed instructions on the selection, administration and evaluation of LEP accommodations refer to the *Testing Accommodations Manual for LEP Students* at the department website: [www.eed.alaska.gov/tls/assessment/elp.html](http://www.eed.alaska.gov/tls/assessment/elp.html).

**Caution:**

- This section only applies to **currently** identified LEP students **not** former LEP students.
- No LEP accommodations are permitted on the English Language Proficiency Assessment.
- Do not refer to Table 1 for the NAEP or WorkKeys content assessments. NAEP and WorkKeys have specific accommodations for students with limited English. Refer to the administration manuals for guidance.

Table 1 lists the **only** allowable accommodations LEP students may use on state-wide academic assessments: Standards Based Assessments, HSGQE, Alternate, and TerraNova.

**TABLE 1. Accommodations Permissible for LEP Students for Content Assessments**

<b>Direct Linguistic Support Accommodations</b>		<b>Content Area</b>
<b>Reference Materials</b>	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	Allowable for all content areas
<b>Test Directions</b>	In English or the native language: <ul style="list-style-type: none"> <li>• provide written version of written/oral <b>test directions</b></li> <li>• read aloud* and/or repeat written and/or oral test directions</li> <li>• read aloud* and/or repeat <b>embedded</b> test directions</li> <li>• <b>clarify</b>/explain test directions</li> </ul>	Allowable for all content areas
<b>Direct Linguistic Support Accommodations</b>		<b>Content Area</b>
<b>Test Items</b>	Read aloud and repeat if requested: writing, math, and/or science <b>test items</b> in English.*	<b>Not</b> allowable for Reading test
	Provide test contractor audio version of HSGQE for writing and/or math test. Allow student to replay as needed.	
	Provide the native language word for an unknown word in a test item, when requested by student.	
	Allow the student to respond orally to constructed response items in English for reading, math, and/or science test(s); scribe response verbatim in English. (Reference scribe procedures after Table 2) This accommodation requires thoughtful consideration and will only apply to select students.	<b>Not</b> allowable for Writing test
<b>Indirect Linguistic Support Accommodations</b>		<b>Content Area</b>
<b>Timing</b>	Provide extended time.	Allowable for all content areas
	Provide scheduled breaks as needed during testing.	
	Flexible Schedule: Administer the test over several days completing on or before the last day of the test window. (See Appendix for security procedures. For grade 10 SBA-HSGQE and the Retest, districts must submit an application to the department no later than <b>20 days</b> prior to the first day of planned testing. These students <b>MUST</b> have an EED approved application prior to the first day of planned testing.)*	
<b>Test Administration Practices</b>		<b>Content Area</b>
	Administer the test individually.	Allowable for all content areas
	Administer the test to small groups in a separate location.	

Refer to the glossary for definitions of words in **bold** print.

\*Refer to Appendix and the *Testing Accommodations Manual for LEP Students* for guidance.

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## **MAKING DECISIONS**

### About Students with Disabilities

#### **Diploma Track Students**

Most students with a disability will be on the diploma track and will be taught and assessed under the performance standards contained in the *Alaska Standards: Content and Performance Standards for Alaska Students*. They will take the same statewide academic assessments taken by students without disabilities. If a disability interferes with a student's ability to demonstrate proficiency on an assessment, the student should be provided with an accommodation.

#### **Categories of Students Who May be Eligible for Accommodations on Statewide Academic Assessments**

- Students experiencing transitory impairments, as designated by the Americans with Disabilities Act Amendments Act of 2008 (effective January 1, 2009), an impairment with an actual or expected duration of 6 months or less.
- Students receiving special education services pursuant to an Individual Education Program.
- Students receiving modification or accommodations of the general education curriculum or the regular education environment pursuant to Section 504 or the Rehabilitation Act of 1973.

#### **Test Accommodations and Modifications**

Students with disabilities and transitory impairments may use appropriate accommodations when taking assessments. A testing accommodation is a change made to ensure that information obtained from a test is an accurate reflection of what the test is intended to measure rather than a measure of the student's disability.

**Example:** Betty knows the answers to the math items on the state standards-based assessment, but, because of her disability, she has trouble holding a pencil and filling in the ovals on the answer sheet or writing answers to open-ended questions. Unless Betty is given an accommodation, the assessment will measure her ability to hold a pencil instead of her knowledge of math. By providing Betty with a scribe, the school is able to accommodate her disability and measure her proficiency in math.

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Accommodations are designed to meet specific needs of specific individuals. Accommodations must not compromise the validity of the test.

Changes to a test that alter what is measured by the test or the validity of the result are called test modifications. For example, reducing the number of questions on a multiple-choice test would alter what is measured, and lowering the passing score would alter the validity of the result. Modified tests would produce invalid test scores for the regular assessments in the statewide assessment system, and would not be scored by the test contractor.

**Caution:** Remember that the modified HSGQE is a special assessment for students with disabilities that is available after a student has not demonstrated proficiency on the regular assessment—the HSGQE. As explained in the Alternative Assessment Section, some modifications are allowed on the modified HSGQE.

## Selecting Test Accommodations for Transitory Students

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act (ADA) Amendments Act of 2008, Section 3 (3)(B)). A transitory impairment is an impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis where appropriate documentation exists, students who are identified with a transitory impairment may receive testing accommodations from Table 2 (e.g., student breaks arm and needs a scribe). The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. Decisions are made on a case-by-case basis dependent on the needs of the student and the construct measured on the assessment. Note: Students with a transitory impairment are not eligible to participate in the Alternative Assessment Program.

## Selecting Test Accommodations for Students with Disabilities

The IEP or 504 team should select appropriate accommodations based on the student's needs, and must provide documentation and the rationale for the accommodations on the IEP or 504 plan. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are included in the student's classroom instruction and assessment. For more support when selecting accommodations refer to *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* located at the department website: [www.eed.alaska.gov/tls/assessment/accommodations.html](http://www.eed.alaska.gov/tls/assessment/accommodations.html).

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These guidelines will provide assistance in determining whether an adaptation is an accommodation or a modification. (If we don't know whether a device or change to a test is an accommodation or a modification, we call it an "adaptation" until we can determine which it is.) For assistance in selecting among accommodations, IEP or 504 teams should review: [www.eed.alaska.gov/tls/assessment/accommodations.html](http://www.eed.alaska.gov/tls/assessment/accommodations.html).

Research shows that an unfamiliar test accommodation given to a student with a disability can sometimes lower test performance results. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. 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 or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

Table 2 lists accommodations students may use on some content assessments: Standards Based Assessment, HSGQE, Alternate, and TerraNova. **The NAEP and WorkKeys have specific accommodations for students with disabilities; do not refer to Table 2 for the NAEP and WorkKeys.** For WorkKeys accommodations, please refer to the section on locally approved accommodations in the WorkKeys supervisor's manuals and the *Alaska Supplement for WorkKeys Assessment*.

**TABLE 2. Examples of Acceptable Accommodations**

*(NOT Exhaustive List) (Must Be Documented)*

**TIMING/SCHEDULING (see appendix for guidance)**

- Allowing frequent breaks during testing.
- Allowing additional time.
- Administering at a time of the day most beneficial to the student.
- Administering the test over several days completing the testing on or before the last day of the test window. (See appendix for security procedures. Grade 10 SBA–HSGQE and HSGQE Retest students must submit an application no later than 20 days prior to the first day of planned testing. These students **MUST** have an **EED approved application** prior to the first day of planned testing.)

**SETTING**

- Administering the test individually in a separate location.
- Administering the test to a small group in a separate location.
- Providing special lighting.
- Providing adaptive or special furniture.
- Providing special acoustics.

- Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).
- Using a communication device such as auditory amplification to give directions.
- Using a specific test proctor (e.g., examinee’s regular or special education teacher).
- Preferential seating.
- Support of physical position of student by increasing or decreasing opportunity for movement.
- Using a checklist to remind student of tasks to be completed.

### **PRESENTATION (see appendix for guidance)**

- Using the Braille edition or large-type (20 font size) edition, which is provided by the state test contractor.

**Test Directions** (directions that are read aloud to all students by test administrators and/or clarification of test directions embedded within the tests.)

- Signing directions to the student.
- Allowing student to ask for clarifications on test directions.
- Clarifying directions by having student restate them.
- Reading and re-reading if requested, embedded directions.
- Providing written version of oral directions.
- Presenting directions through use of projection equipment.
- Providing highlighted words in embedded directions (must communicate with state to ensure test is not marked in any manner to cause test to be unscorable — **Caution:** Highlights on answer sheet will make the test unscorable).
- Writing helpful verbs from the directions on the board or a separate piece of paper.

### **Test Items**

- Reading or signing math, science, and/or writing items on the state required assessments to student (not allowable on the reading test). Numbers (e.g., 1,342) must be read/signed as, “one comma three four two”.
- Signing is allowed as long as the sign does not cue the correct response to a question (e.g., the sign for triangle is a triangle and should not be used if it is a possible answer. It is appropriate to spell the word triangle rather than sign it).
- Using test contractor signing DVD version of HSGQE writing and mathematics tests.

- Using test contractor audio version of Grade 10 SBA-HSGOE or HSGOE Retest writing and mathematics tests if available.
- Reading or signing multi-step math, science, or writing test items one step at a time.
- Assisting student in tracking or sequencing test items.
- Providing detailed monitoring to ensure student marks responses in correct answer area.
- Turning pages for student.
- Masking portions of the test to direct attention to uncovered items.
- Using color screens to direct attention to specific sections on a page.
- Allow student to highlight words except in answer document area.

### **Use of Assistive Devices/Supports**

- Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions (not available for the optional computational math portion of the TerraNova).
- Using visual magnification devices.
- Using templates to reduce visible print.
- Using auditory amplification device, hearing aid, or noise buffers.
- Securing papers to work area with tapes/magnets.
- Using a device to screen out extraneous sounds (does not include music devices).
- Using adaptive equipment to deliver test (requires consultation with the department for security reasons).
- Using masks or markers to maintain place.
- Using special pen or pencil such as felt-tip marker or ink pen. (Student responses must be transcribed according to procedures detailed in the test administration directions.)
- Using an adaptive keyboard.
- Using math manipulatives.

## **RESPONSE**

### **Test Format**

- Using graph paper.
- Allowing students to mark responses in test booklet if test employs a separate answer sheet. (Student responses must be transcribed according to procedures detailed in the test administration directions.)
- Providing student with additional room for writing response. (Student responses must be transcribed according to procedures detailed in the test administration directions.)

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- Using color visual overlays.
  - Using ruler or object to maintain place in test.
  - Using shield to reduce glare.

### **Use of Assistive Devices/Supports**

- Allowing student to tape response for later verbatim transcription.
- Using computer without spell or grammar checker.
- Dictating to a scribe for all tests (suggested scribe procedures below).
- Allowing alternative responses such as oral, sign, typed, pointing.
- Using a Braille.
- Using a specially designed #2 pencil.

\*Suggested scribe procedures:

1. Have student orally say how he or she wants the sentence to read, completing the full sentence (scribe should be familiar to the student).
2. After student has completed the sentence, paragraph, or passage (this depends on individual student ability and need to retain thought process) have student spell key words (e.g. nouns, verbs, etc.) in the sentence.
3. The scribe should record verbatim the words, punctuation, and spelling provided by the student.
4. After the student has spelled the words, the student may look at the writing and complete the punctuation. The student may make additional spelling corrections while completing the punctuation process.
5. Allow student to review and approve what scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

\*Because the grade level expectations in math, science, and reading do not require spelling and punctuation, math, science, and reading scribes do not need to follow steps 2–4 of the suggested scribe procedures above.

## **What should an IEP or 504 team do when considering an adaptation on a regular assessment that is not on Table 2?**

Any list of accommodations will be incomplete because of the unique needs of each individual child. In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in Table 2 are examples of acceptable accommodations, but an IEP team may need to consider the appropriateness of an accommodation not included in Table 2.

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When evaluating an adaptation that is not included in Table 2, an IEP team should answer the following questions. First, the two threshold questions:

1. Would the adaptation help the student demonstrate proficiency by reducing the effect of the disability on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment. If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
  - a. Would the adaptation give the student an unfair advantage over a student who has the same proficiency level, and who is not eligible to use the adaptation?
  - b. Does any research support the conclusion that this adaptation does not alter the ability of the test to measure the student's skill level? (IEP or 504 teams may consult with the department at any time.)

Next, the team should consider questions that relate to whether the test could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score the test? Before rejecting an adaptation because it changes or alters the test answer sheet, an IEP or 504 team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test proctor can transfer the student's answers to another answer sheet after the student completes the test.

If the answer to questions 3, 4, or 5, is yes, then the adaptation is a modification, and is not allowed on regular assessments. IEP and Section 504 teams may still give students modifications, but the exams will be invalidated and not scored. If the examination is the HSGOE, the student will not be eligible for a high school diploma.

If the answers to questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

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**Example:** John has an IEP for a learning disability and would like to take his standards based assessments at home where he feels more relaxed. He does not take his regular classroom tests at home, but is provided extra time and a smaller setting. His request is denied, because he does not use this accommodation in regular classroom work.

**Example:** Anne has an IEP that directs she receive all of her instruction, including tests, at home. Anne requests to be able to take the HSGQE at home. After consulting with the department, the district can protect test security by offering proctors for Anne’s assessment to be administered in her home. This accommodation is allowed.

Once test accommodations have been selected and documented in the IEP or 504 Plan, the person responsible for administering the test must be informed so that he/she is aware of the need to provide the accommodation. Additionally, some accommodations may require the assistance of support personnel or assistive devices, and plans should be made to ensure the necessary equipment and personnel are available at the time of testing.

## **Non-binding Advisory Opinion**

IEP or 504 teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 teams will be able to resolve issues regarding the availability of adaptations. Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 team, the district should advise the parent of parental appeal/due process rights, including the right to an administrative complaint or mediation. If possible, the district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

If an IEP or 504 team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district should inform the IEP or 504 team that the modification will make the assessment results invalid and that the test will not be scored.

**Caution:** Remember that the modified HSGQE is different from regular assessments. Some modifications may be allowed when a student is eligible for the alternative assessment program, which is described in the next section.

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## **ALTERNATIVE ASSESSMENT PROGRAM**

### **For High School Graduation**

Diploma track students will participate in the regular HSGQE that is first offered in the spring of a student's sophomore year. As described in the previous section, a student with a disability should be offered appropriate accommodations when taking the HSGQE.

If a student with a disability is not proficient on one or more subtests of the HSGQE, the student is eligible for an alternative assessment program in the subtest(s) in which proficiency was not achieved. This is a special program for the HSGQE because it is a high-stakes examination required for a high school diploma.

The alternative assessment program consists of two different assessments: The modified HSGQE, which is appropriate for most students with disabilities, and the nonstandardized HSGQE, which is available for only a very few students. The modified HSGQE is offered in the spring and fall to all students with disabilities who have taken and not passed the HSGQE. The nonstandardized HSGQE is limited to students with severe physical or emotional disabilities who have taken the HSGQE, and who can document that they are unable to demonstrate their proficiency on a standardized assessment.

Districts must apply to the department for approval of an alternative assessment. Furthermore, by February 1, of the student's junior year, or upon enrollment in the state if the student enrolls after February 1, of student's junior year, the IEP/504 team must declare and document in the IEP/504 the alternative program of choice.

**Caution:** Most students with disabilities are not eligible for the nonstandardized HSGQE and should continue to take the modified HSGQE even if they have difficulty passing it. Moreover, because the nonstandardized HSGQE is a very rigorous assessment, some students who are eligible for this assessment may find that the modified HSGQE is more advantageous to them.

If an eligible student receives a proficient score on either the modified HSGQE or the nonstandardized HSGQE, the student has satisfied state requirements for passing the HSGQE. An eligible disabled student may meet state requirements for passing the 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).

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If a student does not achieve a proficient score on the HSGQE or the alternative assessment program, the student is eligible to receive a certificate of achievement if all other state and local requirements for graduation have been met.

## **The Modified HSGQE**

The modified HSGQE is the HSGQE given with allowable modifications—changes to the test situation that normally would not be allowed. Some modifications are permitted because of the high stakes of the HSGQE and because the significant help they provide to a student outweighs their compromising effect on the validity of the test.

The department and the IEP or 504 team have an important role to play in deciding whether a modification should be provided to a student. The IEP or 504 team will determine whether a particular modification is appropriate for a student on the subtests of the HSGQE on which the student has had difficulty. The IEP or 504 team will then apply to the department for approval of the proposed modification. Forms are available online: [www.eed.alaska.gov/tls/assessment/modified.html](http://www.eed.alaska.gov/tls/assessment/modified.html). The department will determine whether the benefit of the modification outweighs its potentially adverse effect on the validity of the test.

## **When is a modification allowed on the modified HSGQE?**

No definitive list of allowable modifications can be made because of the variety of disabilities and educational programs provided to students with disabilities.

Some changes to the HSGQE and its test administration procedures cannot be allowed because the changes would make the test score meaningless or compromise the security of the test. Although the following list of disallowed modifications is not exhaustive, it should give guidance to IEP and 504 teams. Examples of disallowed modifications include:

- Changing the cut score on the test.
- Reducing the number of items on the test.
- Helping a student find the correct answer to a question.

These modifications would prevent the state from measuring a student's proficiency.

Examples of modifications that the department may approve are listed in Table 3. An IEP or 504 team must apply for and receive approval for any modifications used on the modified HSGQE, even if the modification is listed in Table 3. Table 3 is not comprehensive, however, and the department may approve other modifications for the modified HSGQE. Applications for the modified HSGQE will be considered on a case-by-case basis.

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**TABLE 3. Examples of Acceptable Modifications for the Modified HSGQE**

- Allowing a student to ask a test proctor for clarification of a test item.
- Allowing signer to clarify test items for a deaf student at student request.
- Allowing use of a spell check on a word processor.
- Allowing the reading test to be read aloud (proctor/CD for audio and signer/DVD for hearing impaired).
- Allowing use of a grammar check on a word processor.
- Allowing use of a graphing/scientific calculator.
- Allowing a student the use of a dictionary and/or thesaurus.
- Allowing a student to use math or writing commercially published resource guides.
- Allowing voice recognition software and word processor.
- Allowing proctors to provide synonyms for unknown words if requested by student.

**Caution:** These modifications may be used only in the modified HSGQE. Use of these modifications in a regular assessment would render the assessment invalid.

### **Steps for using the modified HSGQE**

Convene a meeting of the IEP or 504 team to discuss and determine the need for the modified HSGQE. Make sure that the IEP or 504 plan specifically lists the need for the modification(s) proposed for the modified HSGQE within the program and assessment modification sections.

Complete the **Application for Modified HSGQE** form and mail or fax to the department. For purposes of privacy and security, electronic email submissions are not accepted. Be sure to include copies of the pages in the IEP or 504 plan that call for a modified HSGQE, and make sure that it identifies the student. Forms are available online: [www.eed.alaska.gov/tls/assessment/modified.html](http://www.eed.alaska.gov/tls/assessment/modified.html), and may also be obtained directly from the department. Modified HSGQE applications must be received 60 days before the date of test administration to ensure that the request will be processed. If an application is received late, the department may not be able to process it before the test administration and no reconsideration will be allowed on a decision made on a late-filed application.

If the student's application is accepted or partially accepted, it is the district's responsibility to ensure that the modifications are available on examination day and the test proctor understands the testing procedures.

If an application is rejected, the IEP or 504 team may submit a new application with appropriate revisions and documentation.

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The department will approve a modified HSGQE only if it meets the following requirements:

1. The student has made at least one attempt to pass all sections of the HSGQE **with or without** accommodations.
2. The student's IEP or 504 team has designed the modification to fit the student's needs and disability. This is further documented in the IEP or 504 plan.
  - Appropriate: reading disability requesting a read aloud modification.
  - Not appropriate: reading disability requesting a calculator modification.
3. The student uses the proposed modification on a regular basis in the classroom, or if not, an explanation of why not. This is evident when documented in the program modification section of the IEP/504 plan.
4. The modification does not breach test security.
5. The modification does not prevent the measurement, to the maximum extent possible, of the student's proficiency on the standards tested on the HSGQE.
6. The modification does not make it impossible for the test company to score the test.
7. The application includes a copy of the relevant page(s) from the IEP or 504 plan listing and detailing the modification(s) in the program and assessment sections of the IEP/504 plan.
8. The requested modified HSGQE is for only those content areas in which the student received a score of less than proficient on the HSGQE.

## **What to do if you disagree with a rejection of requested modification**

The department's Alternative Assessment Program Manager makes the initial decision regarding modifications requested in an application for the modified HSGQE. If a district disagrees with that decision, the district may request reconsideration of the decision by the commissioner, as provided in 4 AAC 06.775. Access the Modified/Nonstandardized HSGQE Request for Reconsideration form (#05-05-019) at the department website: [www.eed.alaska.gov/forms/home.cfm](http://www.eed.alaska.gov/forms/home.cfm).

## **The Nonstandardized HSGQE**

The nonstandardized HSGQE requires a student to prepare an extensive collection of work that reflects competency in each of the state standards tested on the HSGQE. The work is then graded by a jury to ensure that the student has met those standards. The nonstandardized HSGQE is available only to disabled students who:

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- are working at or near grade level;
  - have taken but not passed the HSGQE with or without accommodations; and
  - have a documented history of being unable to demonstrate proficiency on a standardized assessment because of one or more of the following conditions:
    - the student has a severe emotional or behavioral impairment or a pervasive developmental or other disability that causes the student to be unable to maintain sufficient concentration to participate in standard testing, even with accommodations or appropriate modifications;
    - the student cannot cope with the demands of a prolonged test administration because of multiple physical disabilities, severe health related disabilities, or a neurological disorder;
    - the student has a significant motor or communication disability that causes the student to need more time than is reasonable or available for testing, even with the allowance of extended time.

An IEP team must confirm that a student meets these requirements before allowing a student to submit a nonstandardized HSGQE. The special education director or superintendent must approve the student's eligibility for the nonstandardized HSGQE. Most disabled students, including those who have not yet passed the modified HSGQE, will take the modified HSGQE rather than participate in the nonstandardized HSGQE.

To have a student participate in the nonstandardized HSGQE, an IEP team should submit an application for the nonstandardized HSGQE on a form provided by the department. All information and forms are available at the department website: [www.eed.alaska.gov/tls/assessment/nonstandardized.html](http://www.eed.alaska.gov/tls/assessment/nonstandardized.html), and may also be obtained directly from the department. The department suggests the application be submitted as soon as the IEP determines this option. The nonstandardized HSGQE regulation requires the application must be submitted on or before September 30, of the student's intended year of graduation. Waiting until the student's senior year may limit other opportunities to pass the HSGQE. The application must include evidence to support the student's eligibility, including:

- diagnoses from a mental health clinician or the school psychologist;
- evidence that the student is performing at or near grade-level, including unmodified grades or performance on nonstandardized assessments;
- evidence that the student cannot demonstrate the student's proficiency on standardized assessments.

The department's Alternative Assessment Program Manager makes the initial decision regarding whether to accept an application for the nonstandardized HSGQE. If a district disagrees with that decision, the district may request reconsid-

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eration of the decision by the commissioner, as provided in 4 AAC 06.775. Access the Modified/Nonstandardized HSGQE Request for Reconsideration form (#05-05-019) at the department website: [www.eed.alaska.gov/forms/home.cfm](http://www.eed.alaska.gov/forms/home.cfm).

## The Nonstandardized HSGQE Process

The district must first convene a team to evaluate the nonstandardized HSGQE and certify that:

- the work presented for evaluation was prepared exclusively by the student;
- the extensive collection of work covers each of the standards described in the publication, *The Nonstandardized Assessment Administrative Manual*; and
- the extensive collection of work demonstrates proficiency on each of the standards described in, *The Nonstandardized Assessment Administrative Manual*.

The district team must include representatives from the IEP team and a content teacher for each content area addressed in the collection of work. If the district cannot verify that these conditions have been met, the district should not forward the collection of work to the department for review by the state jury.

The state nonstandardized HSGQE jury is a panel or panels of educators with expertise in the subject being tested. The jury will apply rigorous standards in evaluating a collection of work to ensure that the work validly reflects proficiency in the state standards tested by the HSGQE. If, in evaluating the work, a jury cannot conclude that the work was prepared by the student or that the work demonstrates proficiency, the jury will reject the nonstandardized HSGQE. If the jury confirms that the student has demonstrated proficiency, the student will have successfully completed the alternative assessment program, and be eligible for a diploma.

The scoring of the nonstandardized HSGQE will be based on *The Nonstandardized HSGQE Holistic Scoring Guide*. The scoring guide requires significant quantities of evidence and consistency to ensure that the assessment is a valid and reliable indicator of proficiency. The scoring guide is located in the *Nonstandardized Assessment Resource Guide*. All forms and scoring guides are available at the department website: [www.eed.alaska.gov/tls/assessment/nonstandardized.html](http://www.eed.alaska.gov/tls/assessment/nonstandardized.html).

## Special Cases

In some rare and unusual circumstances, the situation might require that a student receive a waiver from the HSGQE requirement. For example, 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. Districts, IEP and 504 teams, and parents should carefully review the regulations governing waiv-

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ers: 4 AAC 06.772, 06.773, and 06.774, which can be accessed at the department website: [www.eed.alaska.gov/organization.html](http://www.eed.alaska.gov/organization.html).

If a diploma track student is unable to participate in one or more subtests of the HSGQE, the student may be eligible to take the modified HSGQE for that subtest, or, if eligible, the nonstandardized HSGQE, in the student's sophomore year. He or she may then obtain a waiver of the requirement to have first taken the HSGQE for that subtest. A student who is unable to participate should request permission from the district's governing body to take the modified or nonstandardized HSGQE in place of the HSGQE by October 31, of the student's sophomore year, or in the first year that the student enrolls in public school in the state. The request must include the following:

- a history of the student's participation in assessments, including standardized assessments, for the subject area in which the student is unable to participate;
- evidence from the historical record of the student's IEPs that document and validate the student's need for modification on standardized assessments; and
- other evidence, which may include medical evidence, that documents the link between the disability and the modification.

A governing body will grant this request only if the student has a history of not being able to participate in standardized assessments. If permission is granted, the application is state approved, the student passes all subtests and meets the other requirements of graduation, the IEP/504 team then applies for a waiver of the requirement to take the HSGQE in a standard format without modifications from the governing body. The department suggests the application for the nonstandardized HSGQE be submitted at the time of the Request for Permission is granted. Waiting until the student's senior year may limit other opportunities to pass the HSGQE.

**Example:** Mark is blind and because of a physical disability cannot read Braille. He has excellent comprehension of written material, but must have all reading assessments read aloud or presented on an audio version. He applies to take the modified HSGQE for reading in place of the HSGQE in his sophomore year, and his request is granted. He passes the modified reading subtest, and passes the regular math and writing subtests. In his senior year he receives a waiver of the requirement that he take the HSGQE for reading.

**Caution:** A request to take the modified or nonstandardized HSGQE in place of the HSGQE will not be granted unless a student is actually incapable of participating in the HSGQE. The inability of a student to achieve a proficient score on a standardized assessment is not evidence that a student cannot participate in the HSGQE.

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# **ALASKA ALTERNATE ASSESSMENT**

## **Non-Diploma Track Students**

### **Alaska Alternate Assessment**

**based on Alternate Achievement Standards (AA-AAS)  
for Non-Diploma Track Students**

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the federal Individuals with Disabilities Act (IDEA). All students must participate in statewide academic assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the criteria in the following guidelines, they will take an alternate assessment. It is expected that only a small number (less than two percent) of all students will participate in an alternate assessment.

Students taking the Alaska Alternate Assessment are not eligible to receive a high school diploma but may be awarded a certificate of achievement if all other state and local graduation requirements are met. The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in the content areas of reading, writing, and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, students are not assessed on the Standards Based Assessment or the Alternate Assessment.

The Alaska Alternate Assessment is based on content standards called Extended Grade Level Expectations (ExGLEs) and alternate achievement standards (cut scores and descriptors) that are reduced in complexity and breadth and reflect a different set of academic expectations for students with significant cognitive disabilities. The ExGLEs and proficiency level descriptors are located at the department website: [www.eed.alaska.gov/tls/Assessment/alternate.html](http://www.eed.alaska.gov/tls/Assessment/alternate.html).

Only trained and certified district personnel may administer the Alaska Alternate Assessment. Districts must ensure they have an alternate assessment mentor prepared to train assessors. Contact the Alternate Assessment Program Manager for information on the mentor program.

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## Criteria for IEP teams in determining student eligibility for Alternate Assessment

Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members and reviewed on an annual basis. Decisions made by the IEP team are reflected on the student's IEP and kept in the student's special education file.

The IEP form found in the *Special Education Handbook* includes a page for selecting state and district-wide assessments. The section for students taking the Alternate Assessment must be completed and filed in the student's special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards.
2. Parents/guardians must be informed that the Alternate Assessment does not lead to a diploma. The parent/guardian is not giving permission to take the Alternate Assessment as that is an IEP team decision. A signature section is included on the IEP to acknowledge that the parent/guardian has been notified the student is taking the Alternate Assessment for the current school year which is a non-diploma track assessment. If a parent/guardian does not attend the IEP meeting, a letter of prior written notice must be sent informing the parent/guardian of the IEP team decision. If a parent/guardian withholds a signature, that does not override the decision of the IEP team regarding Alternate Assessment participation.
3. A statement in the IEP by the team describing why testing on the Standards Based Assessment **is not** appropriate. The team must reference the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and/or the Alternate Assessment Participation Criteria Checklist to support the decision.
4. A statement in the IEP by the team describing why the Alternate Assessment **is** appropriate based on the participation criteria. The team must reference the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and/or the Alternate Assessment Participation Criteria Checklist to support the decision.
5. The Participation Criteria Checklist must be used for initial eligibility and must be reviewed and included in the IEP annually. The Participation Criteria Checklist is available on the department website: [www.eed.alaska.gov/tls/Assessment/alternate.html](http://www.eed.alaska.gov/tls/Assessment/alternate.html).

## Alternate Assessment Participation Criteria Checklist

The Participation Criteria Checklist must be a part of the decision making process. If any response to the criteria is "No" or "Disagree", the student must participate in regular state academic assessments with or without accommodations.

Yes/ Agree	No/ Disagree	<b>Alternate Assessment Participation Criteria Checklist</b> (Include this checklist in the IEP)
		The student has an Individualized Education Program (IEP).
		The student meets the eligibility for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities. However, the decision to participate in the Alternate Assessment is not based primarily on a specific eligibility determination such as the student's visual, auditory, physical, or emotional/behavioral disabilities.
		The student shows evidence of significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula that leads to a diploma.
		The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills.
		Objectives written for the student in the designated content area are less complex than the Alaska Grade Level Expectations, making the regular assessment, even with adaptations (accommodations/modifications), inappropriate for this student.
		The adaptations (accommodations/modifications) needed by the student to participate in the regular assessment would compromise the validity of the test.
		The decision to participate in the Alternate Assessment is not based solely on excessive or extended absences.
		The decision to participate in the Alternate Assessment is not based solely on language, social, cultural, or economic differences.
		The decision to place the student on the Alternate Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular assessment; the student displays disruptive behaviors or experiences emotional distress during testing.

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## **Accommodations and Assistive Devices/Supports**

Students taking the Alternate Assessment may use appropriate accommodations including assistive devices/supports during testing. Accommodations and assistive devices/supports must be listed on the IEP and should be used frequently with the student in the classroom. This ensures the student is familiar with the accommodations, and that the appropriate accommodations/assistive devices/supports have been selected for the student.

For additional guidance on test accommodations, see the section **Table 2—Examples of Acceptable Accommodations** in this guidance document.

## **WorkKeys Assessments for Students with Significant Cognitive Disabilities**

Students with significant cognitive disabilities in grade 11 or 12 may take the WorkKeys assessments in applied mathematics, reading for information, and locating information if the IEP team determines it supports the transitional plan of the Individualized Education Program.

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## **GLOSSARY OF TERMS AND PHRASES**

### **Used in the Participation Guidelines**

**504 Plan** — A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Program (IEP) as is required for special education students. The full definition can be found at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>.

**Adaptation** — Any device or change provided to a student for testing; "Adaptation" includes an accommodation or a modification.

**Accommodation** — A change in format, response, setting, timing, or scheduling that does not alter in any significant way what the test measures or the comparability of scores.

**Alternate Achievement Standards** — Expectations of performance that differ in complexity from grade-level achievement standards.

**Alternate Assessment** — An assessment used with significantly cognitively disabled students that measures the student's proficiency on the general curriculum against alternate achievement standards. Students taking the Alternate Assessment are on the non-diploma track.

**Alternative Assessment Program** — The modified HSGQE and the non-standardized HSGQE.

**Certificate of Achievement** — A certificate acknowledging that a student has met all district requirements for graduation, but has not passed the HSGQE.

**Clarify** — To make clear. In reference to LEP testing accommodations, this term may include explaining and/or simplifying test directions.

**Content Area** — reading, writing, math, and science subtests.

**EED** — Alaska Department of Education & Early Development

**ELL** — English language learner. For the purpose of this document and the use of accommodations for content testing, the term ELL is defined as a currently identified LEP student who is not yet proficient on the ELP Assessment.

**ELL-Responsive Accommodation** — An accommodation for ELLs that provides assistance in overcoming linguistic barriers to enable students to ac-

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cess the content of the assessment and demonstrates what they know and can do, based on documented research in *The Best Practices in State Assessment Policies*.

**ELP**—English language proficiency

**Embedded Directions** — Directions for the student that are written within the assessment and can be read aloud by the test administrator or proctor as an accommodation.

**High Stakes Test** — A test used to provide results that have important, direct consequences for examinees, programs, or institutions involved in the testing. The HSGQE is a high stakes test because students are required to pass the HSGQE in order to receive a diploma.

**HSGQE** —High School Graduation Qualifying Examination

**IEP** —Individualized Education Program

**LEP** —Limited English proficient. Defined in state regulation 4 AAC 34.090(a)(2).

**Linguistic Support**—Assistance in overcoming language related barriers during content testing for LEP students.

**Modification** — A change in the content, format, and/or administration of a test that alters what the test is designed to measure or the comparability of scores. Generally, a modification makes an assessment invalid. The HSGQE may be taken with approved modifications because it is a special case.

**Modified HSGQE** — The HSGQE given with modifications that have been approved by EED through an application process.

**Non-Diploma Track** — An alternate academic approach that does not lead to a diploma.

**Nonstandardized HSGQE** — An assessment for students with disabilities that requires a student to prepare an extensive collection of work. Proficiency on the nonstandardized HSGQE requires competency in every one of the state standards that are tested on the HSGQE.

**Participation Guidelines (PG)** — A booklet providing guidance to school district officials, administrators, teachers, and other persons responsible for making decisions about the participation in assessments of students on an Individualized Education Program (IEP), students on federal 504 Plans, students with transitory impairments, and students with limited English proficiency. It also provides guidance for deciding if a student requires a testing accommodation, modification, the modified HSGQE or the nonstandardized HSGQE.

**Proficiency** — Achievement of the performance criteria required.

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**Proctor**— Refers to a person who administers the HSGQE. Proctor qualifications are determined through regulation 4 ACC 06.755(c). Proctors are required to administer the HSGQE and must hold a state teacher certification issued under 4 AAC 12.300.

**Resource Guides**—A guide for math and writing provided by the state or approved by the state.

**SBA** —Standards Based Assessment

**Test Administrator**—Includes anyone who administers a statewide assessment, including proctors. The Standards Based Assessments do not require a proctor; therefore those administering the examinations are referred to as test administrators.

**Test Directions**—Oral directions on the assessment that are read aloud to all students during testing by test administrators and/or proctors. Test directions do not include test items. In terms of accommodations, test directions may include embedded directions.

**Test Item**—The elements that create a measurable response: reading passages, questions, embedded directions, and answer choices.

**Transitory Impairment**—An impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

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## **APPENDIX**

### **for the Participation Guidelines**

#### **Flexible Schedule: Tables 1 and 2**

*Administering the test over several days completing by the last day of the test window.*

Students who use the accommodation to test over several days do not have to complete the entire subtest in one day. Grade 10 SBA–HSGQE and HSGQE Retests must be completed on or before the last day of the three day testing window. Standards Based Assessments and TerraNova must be taken during the designated testing window and completed prior to the last day of the testing window.

#### **Description**

This accommodation allows a subtest to be administered over a period of days. As with all accommodations, the request to test over several days must be documented in the IEP/504 plan, transitory impairment, or LEP documentation<sup>1</sup>. Furthermore, this type of request should reflect like-type accommodations taking place in the classroom and must be documented in the Program Modifications and Supports section of the IEP. All documentation application materials (forms 05-05-029 and 05-05-30) necessary for the flexible scheduling accommodation are available at the department website: [www.eed.alaska.gov/forms/home.cfm](http://www.eed.alaska.gov/forms/home.cfm).

#### **Flexible Scheduling Procedures**

The intent of this accommodation is to support students who cannot complete a subtest within one testing day and are performing at or near grade level.

#### **Specific to Grade 10 SBA–HSGQE and HSGQE Retests**

1. **Deadline.** An application for flexible scheduling must be submitted to the department **NO LESS THAN 20** working days prior to testing.
2. **Application.** A Flexible Scheduling Application form **MUST** be completed for each test administration and approved by EED for the Grade 10 SBA–HSGQE and HSGQE Retest. Applications must include documentation (pages from the IEP that list assessment and program accommodations) and proof showing the student cannot finish one subtest in one day<sup>2</sup>. Fax the com-

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<sup>1</sup> IEP/504 Plan, transitory impairment, or LEP documentation must explicitly indicate the subtest should be administered over several days.

<sup>2</sup> Documentation may include incomplete test results based on district test coordinator's data and/or time sheets indicating student was unable to complete a subtest in one day during prior testing opportunities.

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pleted application, the Terms of Agreement, the IEP pages indicating state/district assessment adaptations, and program modifications & supports to the department (907-465-8400) for approval **NO LESS THAN 20** working days prior to the first day of planned testing. Students enrolling in districts late will be considered on a case by case basis.

- a. **Terms of Agreement** The Flexible Scheduling Terms of Agreement form must be reviewed with the student and parents and signed by all parties prior to administration of the Grade 10 SBA–HSGOE or HSGOE Retest. Fax this form with the signatures from all involved parties to the department (907-465-8400) **NO LESS THAN 20 WORKING DAYS** prior to the first day of planned testing. This form **MUST** accompany the application.

### Specific to SBA and TerraNova

1. Districts must create a management system when using flexible scheduling with the SBA (3-9) and TerraNova to ensure all students using this accommodation are eligible (i.e., documentation exists verifying that the student cannot complete a subtest in a single day<sup>1</sup>; IEP/504, transitory impairment, or LEP documentation reflects the need for this accommodation, and like-type accommodations are taking place in the classroom).
2. As part of the management system, the Flexible Scheduling Terms of Agreement form must be reviewed with the student and parents and signed by all parties prior to administration of the assessment. The form with the signatures from all involved parties must be kept on file and accessible to the district test coordinator.

### Flexible Scheduling Security Procedures for All Assessments

1. Test administrators must document how security will be maintained (i.e., testing location, testing dates, pages to be completed, and storage procedures to maintain security). Special arrangements may be needed to accommodate testing over several days. The student will need a secure space for testing.
2. Students may not revisit completed parts of a test or review future portions of a test. Use of paper clips or rubber bands is suggested to secure the pages completed or planned for future testing sessions. **Do not staple or tape any part of the test.**

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<sup>1</sup> Documentation may include incomplete test results based on district test coordinator's data and/or time sheets indicating student was unable to complete a subtest in one day during prior testing opportunities.

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## Read Aloud Test Directions and Items: Tables 1, 2 and 3

*Reading the test directions or items aloud. (individual or small group)*

The read aloud accommodation may be used to read aloud any directions, writing prompts, test passages and questions, and/or answer choices on the mathematics, science and writing subtests included in statewide academic assessments: Standards Based Assessment, HSGQE, Alternate, and TerraNova. This accommodation applies beyond the testing directions that proctors and test administrators are directed to read aloud in the test administration manuals and includes embedded test directions.

**Caution:** The read aloud for the **reading subtest** is considered a modification and only available through the modified HSGQE application process. The read aloud modification allows the reading of all test directions, reading passages, test items, and/or answer choices on the reading subtest for the modified HSGQE.

### Description

This accommodation or modification permits directions embedded in the test as well as content to be read aloud to a student during the test administration. As with all accommodations and modifications, the use must be documented in the IEP/504 plan, transitory impairment, or LEP documentation. Furthermore, this type of accommodation or modification must reflect like-type classroom instruction. Finally, the following considerations and instructions do not consider other accommodations or modifications in conjunction to the read aloud. Consequently, proctors/test administrators must assemble groups which reflect identical IEP/504, transitory impairment, or LEP programs for assessment purposes.

### Considerations and Instructions

1. Students who use this accommodation or modification must be tested in a separate room to avoid disturbing other students.
2. For words located on a map, chart, table, etc., the proctor/test administrator may either (a) read all words to the student at one time or (b) inform the student that the information can be read aloud upon student request.
3. The proctor/test administrator must avoid any restating or paraphrasing of embedded directions, test items, and the like (these guidelines do not consider other accommodations or modifications in conjunction to the read aloud). Additionally, the proctor/test administrator must not cue or prompt student responses.
4. The proctor/test administrator must avoid any exaggerated inflection, which could be interpreted by the student as an encouragement or prompt.



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