

LPS

Special Education

Assessment Options

*Due to the development of NeSA (Nebraska State Accountability) assessments changes may occur during the 2009-2010 school year.

Revised by:

Mary Ells

Bethany Brunsman

Lincoln Public Schools
Department of Special Education
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Table of Contents:

Pages

Participation Guidelines.....1

Elementary School Participation Guidelines with Examples 2-4

Middle School Participation Guidelines with Examples 5-7

High School Participation Guidelines with Examples..... 8-10

Testing Accommodations: Questions for Use in IEP
and 504 Plan Meetings..... 11-15

LPS Graduation Examination Information 16-18

A Guide to the STARS Alternate Assessment..... 19-27

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Participation Guidelines

LPS English Language Arts, Math, Science and Social Studies Criterion-Referenced Tests (CRTs)

All students will participate in the LPS CRTs/District Assessments with one of four assessment options. The four options include (1) without accommodations, (2) with appropriate testing accommodations, (3) Instructional Level Assessment (ILA), or (4) STARS Alternate Assessment.

NeSA

All students will participate in the NeSA Reading (R) and Writing (W) with one of three assessment options. The three options include (1) without accommodations, (2) with appropriate testing accommodations, or (3) NeSA Alternate Assessment Reading (AAR) or STARS Alternate Assessment (Writing).

Norm-Referenced Tests (NRT): Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), and PLAN

All students will participate in the ITBS and PLAN with one of four assessment options. The four options include (1) without accommodations, (2) with appropriate testing accommodations, (3) Instructional Level Assessment (ILA), or (4) STARS Alternate Assessment. See the section on testing accommodations (pgs 11-15) for details about which accommodations on the PLAN are marked on students' score reports.

Graduation Demonstration Exams (GDEs)

Students with IEPs or 504 Plans in grades 9-12 will participate in the GDEs with or without testing accommodations. For students with mild disabilities in grades 11, second semester and 12 who have not yet met the graduation demonstration requirements, IEP teams can specify modifications of the graduation demonstration requirements as appropriate. See LPS graduation demonstration examination information (pgs 16-18) for information about possible testing accommodations and modifications to the graduation demonstrations for students with IEPs. Students who meet the criteria described below will meet the graduation demonstration requirements through STARS Alternate Assessment. Students in STARS Alternate Assessment will not participate in the GDEs.

Stanford Diagnostic Reading Test (SDRT)

Students with IEPs or 504 Plans will participate in the SDRT as appropriate. Because this assessment does not measure achievement and is used for placement purposes, only limited accommodations are allowed (see Testing Accommodations section for more information). Students who normally receive accommodations that are not allowable on these assessments (e.g., extended time, Braille materials, dictating responses or marking responses in the test booklet) could participate in other individually-administered assessments (e.g., the Roe Burns).

ELDA

All students currently receiving ELL Services and those who qualify under the state definition of "Limited English Proficient" will participate in the ELDA. Students with disabilities may receive appropriate accommodations as specified in their IEPs or 504 Plans (see Testing Accommodations section for more information).

Instructional Level Assessment (ILA)

Individuals who are unable to take the regular assessments with accommodations and who are not participating in the STARS Alternate Assessment should participate in ILA. For example, a third grade student reading at the kindergarten level might complete the appropriate K-2 Literacy Assessments as the ILA. A secondary student not enrolled in a general education math class might complete the classroom assessments for the alternate courses (e.g., Life Skills Math) as the ILA. ILA should be noted in the student's IEP in "Districtwide Assessment" section 6. The ILA option is not available for students with 504 Plans. All students will participate in the NeSA.

NeSA Alternate Assessment Reading (AAR)

A student may participate in the NeSA-AAR when the IEP team determines his/her cognitive ability and adaptive behavior prevent completion of the general academic curriculum; her/his course of study is primarily functional and life-skills oriented; and he/she requires intensive, frequent, and individualized instruction. Participation in the NeSA-AAR is not based solely on a student's disability; deficiencies due to absence or lack of instruction; or language, social, cultural or environmental factors. Students who participate in the NeSA-AAR may also participate in other assessments, as appropriate. NeSA-AAR should be noted in the student's IEP in the "Districtwide Assessment" section on page 6.

STARS Alternate Assessment

A student may participate in the STARS Alternate Assessment in writing, math, and science when the IEP team determines his/her cognitive ability and adaptive behavior prevent completion of the general academic curriculum; her/his course of study is primarily functional and life-skills oriented; and he/she requires intensive, frequent, and individualized instruction. Participation in the STARS Alternate Assessment is not based solely on a student's disability; deficiencies due to absence or lack of instruction; or language, social, cultural or environmental factors. For more information about students who meet the criteria for participation in STARS Alternate Assessment, see *NDE STARS Alternate Standards and Assessment for Students, September 2006*. Students who participate in the STARS Alternate Assessment may also participate in other assessments, as appropriate. STARS Alternate Assessment should be noted in the student's IEP in the "Districtwide Assessment" section on page 6.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Elementary Participation Guidelines with Examples

ITBS: READING/ ENGLISH LANGUAGE ARTS	ITBS: MATHEMATICS	ITBS: SCIENCE/ SOCIAL STUDIES
<ol style="list-style-type: none"> 1. All students will participate in the ITBS with or without appropriate allowable accommodations unless the IEP indicates another assessment option is needed. 2. When appropriate, students may participate in selected subtests, e.g., Vocabulary but not Reading Comprehension. 3. For other accommodations, see the testing accommodations section (pgs 11-16). 4. Students who are reading 3 grade levels or more below grade level as measured by curriculum assessments may be determined to need an ILA. These students can be assessed with the LPS K-2 Literacy Assessments. For example, a third grade student reading at the kindergarten level could be assessed using the Kindergarten Literacy Assessments. A third grader reading at the first grade level would participate in the ITBS with or without appropriate accommodations. 5. For students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All students will participate in the ITBS with or without appropriate, allowable accommodations unless the IEP indicates another assessment option is needed. 2. When appropriate, students may participate in selected subtests, e.g., Math Computation but not Math Concepts and Problem Solving. 3. Selected subtests may be read to the student if it is considered an appropriate accommodation. 4. For other accommodations, see the testing accommodations section. 5. For students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<p>(See ITBS: Mathematics)</p>

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Elementary Participation Guidelines with Examples

CRT/District Assessment: ENGLISH LANGUAGE ARTS	CRT: MATHEMATICS	CRT: SCIENCE/SOCIAL STUDIES
Students who are not receiving general education instruction in a content area, but might perform above the lowest proficiency level may participate in the assessments.		
1. NA	<ol style="list-style-type: none"> 1. All Students will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student. 3. For example Math CRT accommodations, see the testing accommodations section. 4. For students with math knowledge and skills at grades K-1, the LPS K-1 Math Cards and the Harcourt or Houghton Mifflin Tests may be used as the ILA (Transitional Assessment Option). 5. Students, who participate in the ILA, will be reported as “Beginning” or “Not Proficient” on the LPS Standards and will be counted as <u>not</u> assessed for the purposes of AYP. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All Students will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student. 3. For other example CRT accommodations, see the testing accommodations section. 4. Students who are not participating in the general education curriculum in science or social studies will participate in the regular assessment for the alternate/modified curriculum and may not take the CRTs. 5. Students who participate in the ILA will be reported as “Beginning” or “Not Proficient” on the LPS Standards. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Elementary Participation Guidelines with Examples

NeSA Reading (R)	NeSA Writing (W)	NeSA Math (M) Field Test	NeSA Science (S)
<ol style="list-style-type: none"> 1. All students in grades three through five will participate in the NeSA-R or the NeSA-AAR (Alternate Assessment Reading) with or without appropriate, allowable accommodations. 2. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 	<ol style="list-style-type: none"> 1. All fourth grade students will participate in the NeSA-W with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. As a reminder, the NeSA-W allows for a variety of student writing productions. For example, some student responses may include drawings; letters; labeling words; phrases; and sentences. 3. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 4. For students participating in STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. Students in grades three through five may participate in the NeSA-M or NeSA-AAM (Alternate Assessment Math) field test as appropriate. 2. Some accommodations may not be available on the field test that will be available next year on the operational form. 	<p>To be developed</p>

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Middle School Participation Guidelines with Examples

ITBS: READING/ ENGLISH LANGUAGE ARTS	ITBS: MATHEMATICS	ITBS: SCIENCE/ SOCIAL STUDIES
<ol style="list-style-type: none"> 1. All students will participate in the ITBS with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. When appropriate, students may participate in selected subtests, e.g., Vocabulary but not Reading Comprehension. 3. For other accommodations, see the testing accommodations section (pgs 11-16). 4. Students who are reading at the K-2 literacy skills levels may be determined to need an ILA. These students can be assessed with the LPS K-2 Literacy Assessments: For example, a sixth, seventh, or eighth grade student reading at the second grade level or below (e.g., In Life Skills or Reading Skills) may be considered. A student reading at the third grade level would participate in the ITBS with or without appropriate accommodations. 5. For students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All students will participate in the ITBS with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. When appropriate, students may participate in selected subtests, e.g., Math Computation but not Math Concepts and Problem Solving. 3. Selected subtests may be read aloud by the student or to the student if it is considered an appropriate accommodation. 4. For other accommodations, see the testing accommodations section. 5. If students are not enrolled in general education math courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses (e.g. Functional Curriculum, Life Skills Math). 6. However, if a student enrolled in an alternate course has the skills and knowledge, the student may participate in the ITBS Math subtests with or without accommodations. 7. For students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All students will participate in the ITBS with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. When appropriate, students may participate in selected subtests, e.g., Science but not Social Studies 3. Selected subtests may be read aloud by the student or to the student if it is considered an appropriate accommodation. 4. For other accommodations, see the testing accommodations section. 5. If students are not enrolled in general education science or social studies courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 6. However, if a student enrolled in an alternate course has the skills and knowledge, the IEP team can participate in the ITBS Science or Social Studies subtests with or without accommodations. 7. For students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Middle School Participation Guidelines with Examples

CRT/District Assessments: ENGLISH LANGUAGE ARTS	CRT: MATHEMATICS	CRT: SCIENCE/SOCIAL STUDIES
	Students who are not receiving general education instruction in a content area, but who might perform above the lowest proficiency level may participate in the assessments.	
<ol style="list-style-type: none"> 1. All students will participate in the CRTs/District Assessments with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. For Example ELA CRT accommodations, see the LPS testing accommodations section. 3. If students are not enrolled in general education ELA courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 	<ol style="list-style-type: none"> 1. All Students will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student. 3. For example Math CRT accommodations, see the testing accommodations section. 4. If students are not enrolled in general education math courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 5. Students who participate in the ILA will be reported as “Beginning” or “Not Proficient” on the LPS Standards and will be counted as being <u>not</u> assessed for the purposes of AYP. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All Students will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student. 3. For other example CRT accommodations, see the testing accommodations section. 4. If students are not enrolled in general education science or social studies courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 5. Students who participate in the ILA will be reported as “Beginning” or “Not Proficient” on the LPS Standards. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Middle School Participation Guidelines with Examples

NeSA Reading (R)	NeSA Writing (W)	NeSA Math (M) Field Test	NeSA Science (S)
<ol style="list-style-type: none"> 1. All students in grades six through eight will participate in the NeSA-R or the NeSA-AAR (Alternate Assessment Reading) with or without appropriate, allowable accommodations. 2. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 	<ol style="list-style-type: none"> 1. All eighth grade students will participate in the NeSA-W with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. As a reminder, the NeSA-W allows for a variety of student writing productions. For example, some student responses may include drawings; letters; labeling words; phrases; and sentences. 3. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 4. For students participating in STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. Students in grades six through eight may participate in the NeSA-M or NeSA-AAM (Alternate Assessment Math) field test as appropriate. 2. Some accommodations may not be available on the field test that will be available next year on the operational form. 	<p>To be developed</p>

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

High School Participation Guidelines with Examples

CRT/District Assessments: ENGLISH LANGUAGE ARTS	CRT: MATHEMATICS	CRT: SCIENCE/SOCIAL STUDIES
	Students who are not receiving general education instruction in a content area, but who might perform above the lowest proficiency level may participate in the assessments.	
<ol style="list-style-type: none"> 1. All students will participate in the CRTs/District Assessments with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. For Example ELA CRT accommodations, see the testing accommodations section (pgs 11-16). 3. If students are not enrolled in general education ELA courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 	<ol style="list-style-type: none"> 1. All twelfth-grade students enrolled in Algebra courses will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student/ 3. For example Math CRT accommodations, see the testing accommodations section. 4. If students are not enrolled in general education math courses, they will participate in the classroom assessments of the courses in which they are enrolled. 5. Students who participate in the ILA will be reported as “Beginning” or “Not Proficient” on the LPS Standards and will be counted as being <u>not</u> assessed for the purposes of AYP. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. All Students will participate in the CRTs with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. Allowable accommodations include having the student read the test aloud to him/herself OR reading the test to the student. 3. For other example CRT accommodations, see the testing accommodations section. 4. If students are not enrolled in general education science or social studies courses because the IEP team has determined other courses to be more appropriate, those students will participate in the classroom assessments of those alternately selected courses. 5. Students who participate in the ILA will be reported as “Beginning” or “Not Proficient” on the LPS Standards. Building staff will report these students to the LPS Special Education and Evaluation Departments. 6. For Students participating in the STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

High School Participation Guidelines with Examples

NeSA Reading (R)	NeSA Writing (W)	NeSA Math (M) Field Test	NeSA Science (S)
<ol style="list-style-type: none"> 1. All students in grade 11 will participate in the NeSA-R or the NeSA-AAR (Alternate Assessment Reading) with or without appropriate, allowable accommodations. 2. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 	<ol style="list-style-type: none"> 1. All eleventh grade students will participate in the NeSA-W with or without appropriate, allowable accommodations unless the IEP indicates other assessment is needed. 2. As a reminder, the NeSA-W allows for a variety of student writing productions. For example, some student responses may include drawings; letters; labeling words; phrases; and sentences. 3. For allowable accommodations see “NeSA Approved Accommodations” in the Appendix. 4. For students participating in STARS Alternate Assessment, the IEP team will report student performance on the Individual Student Scoring Form. 	<ol style="list-style-type: none"> 1. Students in grades eleven may participate in the NeSA-M or NeSA-AAM (Alternate Assessment Math) field test as appropriate. 2. Some accommodations may not be available on the field test that will be available next year on the operational form. 	<p>To be developed</p>

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Testing Accommodations: Questions for Use in IEP and 504 Plan Meetings

Testing accommodations are changes in testing procedures meant to allow students to demonstrate what they know and are able to do. When choosing accommodations, the goal is to obtain scores that accurately reflect a student's knowledge and skills, not to unfairly inflate the student's scores.

- Completion of the standardized testing format should be followed to the fullest degree possible.
- Accommodations should be used judiciously.
- Testing accommodations chosen should reflect only those used on a regular basis to address the student's disability.
- Not all accommodations used in instruction may be appropriate for testing.

Answers to the following questions may help determine if testing accommodations are appropriate for the student:

Is an accommodation needed to accurately measure the student's knowledge and skills?

Setting	Does the student require accommodations in setting?
Scheduling	Does the student require accommodations in the testing schedule?
Timing	Does the student require accommodations in the timing of the test?
Presentation/Response	Does the student require accommodations in the presentation of the test or alternative response formats/methods?

Example IEP Statements

Testing accommodations should be listed in a student's IEP or 504 Plan. Testing accommodations should be written in the "Districtwide Assessment" section of the IEP. Specific accommodations for specific assessments must be noted in the IEP or 504 Plan. For example, an IEP for a student with an orthopedic disability might read "S1 will participate in the statewide writing assessment with the following accommodations: individual testing, word processor without spell/grammar checker, extended time. S1 will participate in the ITBS and CRTs with the following accommodations: individual testing, extended time, mark responses in test booklet..." Another IEP for a student with a severe learning disability might read "S2 will participate in the ITBS with extended time. For the ITBS Social Studies and Science subtests, assistance with reading will be provided. S2 will read the other ITBS subtests aloud quietly as needed."

Reporting of Testing/Assessment Results

It is critical that students with disabilities be included in data reporting. Aggregated and disaggregated results from the NeSA tests, LPS CRTs/District Assessments, and the NRT (ITBS) are reported annually for the whole district and by building to the state, to the local public, and to students and parents. Graduation demonstration exam results are reported locally and to students and parents. Results from the NeSA/STARS Alternate Assessment are reported both locally and to the state separately from the other assessments. LPS will maintain records of accommodations students receive on specific tests.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Questions to think about: Testing accommodations for students with IEPs or 504 Plans

Questions	Possible Accommodations
SETTING Does the student require accommodations in setting?	
Can the student focus on his or her own work with 25 to 30 other students in a quiet setting?	Individualized or small group Minimal distractions environment Study carrel Separate room
Does the student display behaviors that are distracting to other students?	Individualized or small group Study carrel Separate room
Can the student take the test in the same way as it is administered to other students?	Individualized or small group Separate room Special furniture Special lighting/acoustics
TIMING Does the student require accommodations in the timing of the test?	
Can the student work continuously for the entire length of a typically administered portion of the test (e.g., 20 to 30 minutes)?	More frequent breaks (during the test)
Does the student use accommodations that require more time to complete individual test items?	Extended time
SCHEDULE Does the student require accommodations in the testing schedule?	
Does the student take a medication that dissipates over time, so that optimal performance might occur at a certain time of day?	Test at specific time of day Fewer subtests per day
Does the student's anxiety level increase dramatically when working in certain content areas, so that these should be administered after all other content areas are assessed?	Subtests in a different order
Do activities on certain days of the week interfere with a student's performance	Test on prime performance days.

Questions	Possible Accommodations
<p>PRESENTATION/RESPONSE Does the student require accommodations in the presentation of the test or alternative response formats/methods?</p>	
<p>Can the student listen to and follow oral directions given by an adult?</p>	<p>Repeat directions; audiotape of directions Simplify or clarify directions; provide extra examples Audiotape of test questions (check allowable accommodations for specific tests)</p>
<p>Can the student see and hear?</p>	<p>Sign directions Braille edition Enlarged print version, magnification device Amplification device (e.g., auditory trainer) Write/mark responses on large-print answer document Sign/Braille responses</p>
<p>Can the student read?</p>	<p>Repeat directions Audiotape of directions Test items read aloud to student in English (check allowable accommodations for specific tests) Allow student to read out loud during testing Dictionaries, word lists Highlight key words in directions</p>
<p>Can the student stay focused on his/her own work in a quiet setting?</p>	<p>Prompt student to stay focused on test, move ahead Templates, visual cues More white space on page</p>
<p>Can the student organize the test materials on his/her desk?</p>	<p>Secure papers to work area with tape/magnets Templates, visual cues</p>
<p>Can the student track from a test booklet to a test response form?</p>	<p>Write/mark responses in test booklet Point to answers Oral response to tape recorder (verbatim translation)</p>
<p>Is the student able to manipulate a pencil or other writing instrument?</p>	<p>Pencil grips; special pencil or pen; large diameter pencil Mark responses on large-print answer document Word processor or computer Other communication device (e.g., symbol board) Assistive technology devices or strategies Special paper</p>
<p>Can the student complete mental math and spelling?</p>	<p>Calculator, arithmetic tables, manipulatives Spell checker</p>

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Testing Accommodations for Students with IEPs or 504 Plans

Testing accommodations need to be documented in a student's IEP or 504 Plan and should be based on instructional practices used on a regular basis. For allowable accommodations on the NeSA tests, please see “NeSA Approved Accommodations” in the Appendix.

	CRTs	ITBS	PLAN	GDEs	CogAT	SDRT	ELDA
Setting							
Individualized or small group	AE	AE	X	AE	AE	AE	AE
Minimal distractions environment	AE	AE	X	AE	AE	AE	AE
Separate room	AE	AE	X	AE	AE	AE	AE
Special furniture	AE	AE	X	AE	AE	AE	AE
Special lighting/acoustics	AE	AE	X	AE	AE	AE	AE
Study carrel	AE	AE	X	AE	AE	AE	AE
Presentation							
Allow student to read out loud during testing	X	X	X	X	X	X	X
Amplification device, auditory trainer	AE	AE	AE	AE	AE	AE	AE
Audiotape of directions	AE	X	AE	X	X	X	X
Audiotape of test questions (not reading tests)	X	X	X*	X ⁵	NA	NA	NA
Braille edition	X	X	X*	X	X	NA	X
Enlarged print version	X	X	X	X	X	X	X
Highlight key words in directions in test booklets	X	X	X	X	NA	NA	X
Magnification device	X	X	X	X	X	X	X
More white space on page	X	X	X	X	NA ¹	NA ¹	X
Out of level testing	NA	NA	NA	NA	NA	X	NA
Prompt student to stay focused on test, move ahead	X	X	X	X	X	X	X
Repeat or clarify directions read by proctor and respond to student questions about these directions	AE	AE	AE	AE	AE	AE	X
Sign directions	X	X	X	X	X	X	X
Test read aloud to student (not English Language Arts tests²)	X ³	X ⁴	X*	X ⁵	NA	NA	NA

AE: allowable change for everyone; technically not an accommodation in the eyes of the publisher.

X: allowable accommodation on the assessment/test; for use with students with IEPs or 504 Plans

NA: NOT allowable as an accommodation.

X*: allowable as an accommodation on the PLAN, but the student's scores will be marked as non-standard on the student's score report.

¹ If more white space is needed, request an enlarged print version.

² Reading the reading tests (e.g., reading comprehension, vocabulary, spelling, capitalization, punctuation, usage and expression, word analysis) is a modification, not an accommodation, and is not allowed. ILA options should be used instead.

³ See CRT administration manuals for more information about reading tests aloud to students.

⁴ Only the Math, Science, or Social Studies subtests may be read to a student.

⁵ Only the Math GDE and the GDE writing prompts may be read aloud to students as an accommodation. The reading and writing multiple-choice GDEs may not be read aloud to students.

	CRTs	ITBS	PLAN	GDEs	CogA T	SDRT	ELD A
Timing							
Extended time	AE	X ⁶ Note *	X* ⁷	AE ⁸	NA	NA	X
More frequent breaks (during the test)	X	X ⁶ Note *	X*	AE	NA	NA	X
Scheduling							
Fewer subtests per day	AE	AE	X*	NA	X	NA	AE
Subtests in a different order	AE	AE	X*	NA	X	NA	AE
Test at specific time of day	AE	AE	AE	X	X	X	AE
Test on prime performance days.	AE	AE	AE	NA	X	X	AE
Response							
Assistive technology devices or strategies	X	X	X	X	X	X	X
Braille responses	X	X	X*	X	X	NA	X
Calculator, arithmetic tables, manipulatives	X	X ⁹	AE	X	NA	NA	NA
Dictionaries	X ¹⁰	X	X*	AE ¹¹	NA	NA	NA
Eliminate answer choices	NA	NA	NA	NA	NA	NA	NA
Oral response to tape recorder <i>or scribe</i> (verbatim translation; see guidelines on page 16)	X	X	X*	X	X	NA	X
Other communication device (e.g., symbol board)	X	X	X*	X	X	NA	X
Pencil grips; special pencil or pen; large diameter pencil	AE	AE	AE	AE	AE	AE	AE
Point to answers	X	X	X*	X	X	NA	X
Secure papers to work area with tape/magnets	X	X	X	X	X	X	X
Sign responses	X	X	X*	X	X	NA	X
Special paper	X	X	NA	X	NA	NA	X
Spell/grammar checker	X	NA	NA	X	NA	NA	X
Strategies to help student to follow science safety guidelines	X	NA	NA	NA	NA	NA	NA
Templates, visual cues, graphic organizers	X	X	X	X	NA	NA	X
Word lists	X	NA	NA	X	NA	NA	X
Word processor or computer	X	NA	NA	X	NA	NA	X
Write/mark responses on large-print answer document	X	X	AE	X	X	X	X
Write/mark responses in test booklet	X	X	X*	X	X	NA	X

AE: allowable change for everyone; technically not an accommodation in the eyes of the publisher.

X: allowable accommodation on the assessment/test; for use with students with IEPs or 504 Plans

NA: NOT allowable as an accommodation.

X*: allowable as an accommodation on the PLAN, but the student's scores will be marked as non-standard on the student's score report.

⁶ Note* Extended time and frequent breaks not allowed on Math Computation

⁷ The scores of students who receive extended time are not included in aggregate PLAN reports.

⁸ Extended time is a testing modification on the writing prompt sections of the Writing GDEs (see the section on graduation demonstration examination information). IEP teams may consider extended time for the writing prompt sections of the writing GDE beginning in eleventh grade. Extended time may also be provided on the math GDE given on algebra courses. The other GDEs are untimed.

⁹ Calculators are used by all students on the Math Concepts (Part 1) and Math Problem Solving and Data Interpretation Subtests. Calculators, math tables, & manipulatives are not allowed on Estimation (Part 2) or Math Computation.

¹⁰ Dictionaries are not allowed on the reading comprehension or vocabulary multiple-choice CRTs.

¹¹ Dictionaries are allowed for all students on the Writing GDE only. No dictionaries are allowed on the Reading GDE.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

Guidelines for Using Scribes on District Assessments

1. Prior to beginning the assessment, the scribe will inform the student that he/she will write down exactly what the student dictates including sentences, paragraphs, punctuation, capitalization, and word choice. The student should indicate which letters to capitalize, where to insert punctuation, indentations, and spelling as independently as possible.
2. The student will generate the ideas and organization for the writing assessment. The scribe should not be helping the student with composition input.
3. The scribe is required to write down exactly what the student says without interpretation. No verbal or visual prompting is allowed.
4. If the student uses a word incorrectly either in terms of grammar or pronunciation, the scribe will write the word as stated by the student.
5. On the second day of the state writing assessment, the student will revise and edit by completing their own revisions/edits on their rough draft OR by dictating changes.
6. The student may then dictate (if necessary) to the scribe so that the final copy may be scribed.
7. For further guidance on the use of scribes on the NeSA-W, see “NeSA Approved Accommodtions” in the Appendix.

****As a reminder, the scribe method should be noted on the student's IEP and used regularly during ongoing writing instruction if it will be used on the assessment. Students using a scribe may need extended time on the assessment.**

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

LPS Graduation Demonstration Examination Information

The following are part of the regular administration of the Graduation Demonstration Exams and are available for all students. THEY DO NOT NEED TO BE ADDRESSED IN THE STUDENT'S IEP.

- | | |
|---|---|
| • No time limit | Math, reading, writing (multiple choice only) |
| • Use of calculator | Math |
| • Use of a dictionary | Writing prompts |
| • Read directions in the Directions for Administrators aloud | Math, reading and writing tests |
| • Testing alone, in a small group setting or in a separate room | Math, reading and writing tests |

The following examination accommodations are available as appropriate when specified in a student's IEP. Please refer to Testing Accommodations for Students with IEPs or 504 plans for more information. These modifications may be used beginning in ninth grade.

- | | |
|---|---|
| • Test read aloud | Math, writing prompts |
| • Enlarged print, magnification | Math, reading, writing |
| • Braille version | Math, reading, writing |
| • Write in test booklet
(Test Proctor must transfer responses to Answer Sheet) | Math, reading, writing |
| • Educational interpreting
(sign directions; sign responses) | Math, reading, writing |
| • Pointing to response | Math, reading, writing (multiple choice only) |
| • Giving responses orally | Math, reading, writing |
| • More frequent breaks | Math, reading, writing |

1. STUDENTS IN FUNCTIONAL CURRICULUM: GRADES 9-12

Students who participate in an alternate functional skills curriculum will NOT take the GDEs. Generally these students are verified with a mental handicap: moderate or severe/profound, or autism. They will demonstrate progress by completing goals and objectives on IEPs measured on a regular basis and during district-wide testing by completing the NESA/STARS Alternate Assessment. The following statement may be put in their IEP (part IV - section 6) with respect to the Graduation Demonstrations:

“THE STUDENT WILL COMPLETE A PORTFOLIO DOCUMENTING PROGRESS IN THE FUNCTIONAL (READING, MATH OR WRITING) CURRICULUM TO SATISFY THE LPS GRADUATION DEMONSTRATION IN THIS AREA.” **OR**
“DUE TO _____’S FUNCTIONAL ACADEMIC NEEDS IN MATH, READING OR WRITING, HIS/HER LEVEL OF PROFICIENCY IN THIS AREA WILL BE DETERMINED BY EVALUATING PROGRESS TOWARD IEP GOALS AND OBJECTIVES IN ORDER TO DEMONSTRATE COMPETENCY TO MEET INDIVIDUAL GRADUATION PROFICIENCIES.”

2. FOR STUDENTS WHO ARE NOT IN A FUNCTIONAL CURRICULUM: GRADES 9 AND 10

For 9th and 10th grade students who have a disability, but are not in the functional curriculum:

Students must be given opportunities to experience courses to meet their needs in the general curriculum as well as address their IEP needs. These opportunities must follow the sequence of LPS curriculum so that students are provided instruction in a developmental fashion.

For the vast majority of students, NO GDR modification should be made on the IEP until the second semester of the junior or beginning of the senior year. These students should participate in the LPS course sequences and the GDEs with or without accommodations. Any accommodations needed by a student are to be listed in the Assessment section, page 7 of the IEP.

For a very limited number of students, earlier documentation of the GDR may be considered prior to second semester of 11th grade. For these students, the Request for Documentation of the GDR must be reviewed for approval by the District GDR Office prior to granting an exception for a student and recording in the student's permanent record.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

LPS Graduation Demonstration Examination Information

FOR STUDENTS WHO HAVE A DISABILITY, BUT ARE NOT IN A FUNCTIONAL CURRICULUM: GRADES 11 SECOND SEMESTER AND 12.

IEP Teams can specify appropriate modifications for second semester 11th grade and/or 12th grade students: Modification statements must be on the IEP (on page 6 in the “Districtwide Assessment” section). Modifications should be based on the specific needs of the student and services received. The IEP can specify appropriate modifications as suggested below. For these students, the Request for Documentation of the GDR must be reviewed for approval by the District GDR Office prior to granting an exception for a student and recording in the student’s permanent record.

Possible ILA Modifications

The following Modifications may be used in students’ IEPs beginning in grade 11 second semester or grade 12. Modifications should be appropriate for a specific student and used on a regular basis during instruction. In order to meet GDR, students must successfully complete the modification in grade 11 second semester and/or grade 12.

Math Demonstration

1. The student will pass a general or special education math class for ten (10) credits in second semester of 11th and/or 12th grade to satisfy the LPS Math Graduation Demonstration Exam. (Course sequence should be followed.)
2. (Plan 003, Class of 2009 and before only) The student will score at or above the 50th percentile on the math subtest of the 10th grade PLAN test (with or without appropriate accommodations) to satisfy the LPS Math Graduation Demonstration.

Reading Demonstration

1. The student will score at or above the 50th percentile on the reading subtest of the 10th grade PLAN Test (with or without appropriate accommodations) to satisfy LPS Reading Graduation Demonstration.
2. The student will pass a general or special education reading class for five (5) credits in second semester 11th and/or 12th grade to satisfy the LPS Reading Graduation Demonstration. (Course sequence should be followed.)

Writing Demonstration

1. The student will pass a general or special education writing class for five (5) credits in second semester 11th or 12th grade to satisfy the LPS Writing Graduation Demonstration. (Course sequence should be followed.)
2. The student will pass the writing GDE with additional time to respond to the writing prompts.

LPS District-wide Assessment Options for Students with IEPs or 504 Plans

LPS Graduation Demonstration Examination Information Statements for Graduation Demonstration Exams - IEP (Page 6: Districtwide Assessment)

MATH

Name _____

Date _____

- ___ Student has passed the GDE in math.
- ___ Student passed the math GDE with the following accommodations: _____
- ___ Student meets proficiency requirement by meeting one of the following criteria:

- ___ 1. The student will pass a general or special education math class for ten (10) credits in second semester of 11th and/or 12th grade to satisfy the LPS Math Graduation Demonstration Exam. (Course sequence was followed.)
- ___ 2. (Plan 003, Class of 2009 and before only) The student will score at or above the 50th percentile on the math subtest of the 10th grade PLAN Test (w/ or w/o appropriate accommodations) to satisfy the LPS Math Graduation Demonstration.

READING

Name _____

Date _____

- ___ Student has passed the GDE in reading.
- ___ Student passed the reading GDE with the following accommodations: _____
- ___ Student meets proficiency requirement by meeting one of the following criteria:

- ___ 1. The student will score at or above the 50th percentile on the reading subtest of the 10th grade PLAN Test (w/ or w/o appropriate accommodation) to satisfy LPS Reading Graduation Demonstration.
- ___ 2. The student will pass a general or special education reading class for five (5) credits in second semester 11th and/or 12 grade to satisfy the LPS Reading Graduation Demonstration Exam. (Course sequence was followed.)

WRITING

Name _____

Date _____

- ___ Student has passed the GDE in writing.
- ___ Student passed the GDE with the following accommodations: _____
- ___ Student meets proficiency requirement by meeting one of the following criteria:

- ___ 1. The student will pass a general or special education writing class for five (5) credits in second semester 11th and/or 12th grade to satisfy the LPS Writing Graduation Demonstration Exam. (Course sequence was followed.)
- ___ 2. The student will pass the LPS Writing GDE with additional time to respond to the writing prompts.

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

The purpose of this document is to provide a quick reference for school districts about the following:

- 1) **Test Administration Practices** --- Changes or adjustments in test administration that are appropriate for **all** students.
- 2) **Test Accommodations** ---
 - For students with IEPs or 504 plans:*** Adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year.**
 - For English language learners:*** Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. **Accommodations may be determined appropriate without prior use during instruction throughout the year.**
- 3) **Test Modifications** --- Adjustments or changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for state testing.**

Test Administration Practices (appropriate for all students)

I.	<i>Test Administration Practices – includes Nebraska State Accountability (NeSA) Reading, Writing, Mathematics, Science</i>			
1.	Test administrator reads directions aloud for student and rereads as needed.			
2.	Test administrator provides an audio recording of directions.			
3.	Test administrator OR student highlights important information in test directions.			
4.	Test administrator simplifies, explains, or clarifies directions in English or native language.			
5.	Test administrator provides oral or written directions in native language.			
6.	Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room).			
7.	Student rereads and/or restates directions in his/her own words.			
8.	Student uses page marker (e.g., bookmark or straight edge) to maintain place.			
9.	Student marks test booklet (e.g. highlight, annotate, strike-through).			
10.	Student reads aloud to self in quiet manner.			
11.	Student takes test at home or in care facility (e.g., hospital) with district supervision.			
12.	<p>*These tools are available on the Computerized Assessment and Learning (CAL) online system.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pauses/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading </td> </tr> </table> <p>New tools are planned for the 2010 year.</p>		<ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks 	<ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pauses/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading
<ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks 	<ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pauses/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading 			

Test Accommodations for Students with IEP or 504 Plan
(includes NeSA reading, writing, mathematics, science)

II. Content Presentation	
13.	Test administrator turns pages for student.
14.	Audio presentation of directions, content, and test items to student (for NeSA reading test, only directions and test items may be read). <ul style="list-style-type: none"> • Test administrator reads test aloud • Test materials are provided on audiotapes, CDs, etc. • Audio is computer generated (i.e., screen reader with/without a speech synthesizer)
15.	Student uses color overlay, visual magnification device, large print, tactile graphics or Braille.
16.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
17.	Interpreter signs directions, content, and test items to student (for NeSA reading test, only directions and test items may be signed).
18.	Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
III. Response	
19.	Student responds directly in the test booklet or with a Braille. Test administrator transfers student responses to the answer sheet or to online system.
20.	Student uses primary mode of communication (e.g., communication device, pointing).
21.	Student uses computer, word processor, Braille, or specialized writing materials to respond to the NeSA writing test prompt.
22.	Student responds orally to test items or writing prompt OR uses sign language to indicate responses. <ul style="list-style-type: none"> • Test administrator records student responses. For NeSA writing test, student must indicate the placement of punctuation, capital letters, indentations, etc. • Student uses speech-to-text conversion or voice recognition technology
23.	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Calculator, table(s) • Written formula(s) • Spelling/grammar device • Visual organizer (e.g., graph paper, graphic organizer, semantic mapping software, place marker) • Student made personal dictionaries
IV. Timing/Scheduling/Setting	
24.	Test administrator provides extra time for the NeSA writing test.
25.	Test administrator provides multiple and frequent breaks during testing time.
26.	Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).
27.	Test administrator changes testing location to increase physical access or use of special equipment (e.g., standing work station, wheelchair accessible space, special desks).

* Each student's IEP or 504 team should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.

**Alternate test administration should be based on student IEP.

Test Accommodations for English Language Learners
(includes NeSA reading, writing, mathematics, science)

V.	<i>Direct Linguistic Support with Test Directions</i>
28.	Test administrator reads directions aloud in English and rereads as needed.
29.	Test administrator reads directions aloud in native language.
30.	Test administrator provides written directions in native language.
31.	Test administrator provides translated audio recording of directions in native language.
32.	Test administrator simplifies, explains, or clarifies directions in English or native language.
VI.	<i>Direct Linguistic Support with Content and Test Items</i>
33.	Test administrator reads content and test items to student in English (for NeSA reading test, only test items may be read).
34.	Test administrator provides a translator to orally translate content and test items in native language (for NeSA reading test, this applies only to test items).*
35.	Test administrator provides translated audio recording of content and test items in native language (for NeSA reading test, this only applies to test items).*
36.	Test administrator provides a translator to translate content and test items into written native language (for NeSA reading test, this applies only to test items).*
37.	Test administrator provides bilingual word list, word-to-word translations, or customized glossary (not allowed on NeSA reading test).
38.	Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA writing test).*
39.	Student responds in writing in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA writing test).*
40.	Student responds to NeSA writing prompt in native language (NDE provides writing prompts in Spanish for grades 4, 8, and 11).**
VII.	<i>Indirect Linguistic Support</i>
41.	Test administrator provides extra time for the NeSA writing test.

Note: Districts may exempt a recently arrived limited English proficient student from the NeSA reading assessment for 12 months or one reporting period. A district must administer the state mathematics, science, and writing tests to recently arrived limited English proficient students.

<p>* For state testing, accommodations in native language are appropriate for up to three years. ** For NeSA writing responses in languages other than English or Spanish, answer documents should be returned to the writing scoring site. The student will be counted as a participant.</p>
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