

ACCOMMODATIONS: WHAT? WHEN? HOW?

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Adapted from JC Sanders Texas Assessment Conference
Presentation



Burning questions?



Training-Related Acronyms

- ▶ **ARD** - Admission, Review, and Dismissal
- ▶ **DAP** - Distinguished Achievement Program
- ▶ **ELL** - English Language Learner
- ▶ **EOC** - End-of-Course
- ▶ **FHSP** - Foundations High School Program
- ▶ **IDEA** - Individuals with Disabilities Education Act
- ▶ **IEP** - Individualized Education Program
- ▶ **LEP** - Limited English Proficiency
- ▶ **LPAC** - Language Proficiency Assessment Committee
- ▶ **MHSP** - Minimum High School Program
- ▶ **STAAR** - State of Texas Assessments of Academic Readiness
- ▶ **STAAR-L** - Linguistically accommodated version of STAAR
- ▶ **TAC** - Texas Administrative Code
- ▶ **TAKS** - Texas Assessment of Knowledge and Skills
- ▶ **TEA** - Texas Education Agency
- ▶ **TEKS** - Texas Essential Knowledge and Skills
- ▶ **TETN** - Texas Education Telecommunication Network
- ▶ **PEIMS** - Public Education Information Management System
- ▶ **RHSP** - Recommended High School Program



ACCOMMODATIONS: WHAT? WHEN?



Accommodation Definition

| What it IS | What it IS NOT |
|---|--|
| <p>Are changes to materials, procedures, or techniques</p> <p>Allow a student with disabilities to participate in grade-level or course instruction</p> <p>Should be individualized</p> <p>Can change over the course of the school year based on student needs</p> <p>May be appropriate for classroom use but not allowed on the statewide assessment</p> <p>Should be evaluated regularly to determine effectiveness</p> | <p>Changes to the performance criteria or content</p> <p>Necessary for every student</p> <p>Replace the teaching of the TEKS</p> <p>Intended to provide a student with an advantage</p> <p>Be continued without evidence of effectiveness</p> <p>Provided to an entire group of students</p> |

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Accommodations during Instruction versus Statewide Assessment

■ **Facts:**

- *The use of accommodations occurs primarily during classroom instruction.*
- *Classroom instruction allows for any techniques and tools to meet the educational needs of each student.*
- *The statewide assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner.*
- *Accommodations that invalidate what is being assessed or compromise the security of the test cannot be allowed.*

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Accommodations during Instruction versus Statewide Assessment

■ **Facts:**

- *Routine use, student independence, and effectiveness are important considerations when determining accommodations.*
- *Some students outgrow certain accommodations while other students continue to need them throughout the school year or over several years.*

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Accommodations during Instruction versus Statewide Assessment

■ **Myths:**

- *A teacher should only use accommodations during classroom instruction and testing if it is also allowed on the statewide assessment*
- *Routine accommodation use means every day of the school year*
- *If a student has EVER used an accommodation in the classroom, use it during the statewide assessment*

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Accommodations during Instruction versus Statewide Assessment

■ Summary:

- Policies for accommodation use on statewide assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning.
- Instruction is when learning occurs. Instruction comes first, lasts longer, and can be customized to meet the needs of each student.
- Unlike instruction, statewide assessments must be standardized so that student results can be compared and interpreted.



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Therefore...

Some accommodations may be appropriate and suitable for classroom use but may not be allowed for use on a statewide assessment.



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Testing Options

for students with disabilities

Always start with STAAR first!

Differentiation during state assessment?

Allowable Testing Procedures and Materials

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student

➤ making the following assistive tools available:

- scratch paper
- color overlays
- blank place markers
- magnifying devices
- highlighters, colored pencils, or crayons



Allowable Testing Procedures and Materials cont...

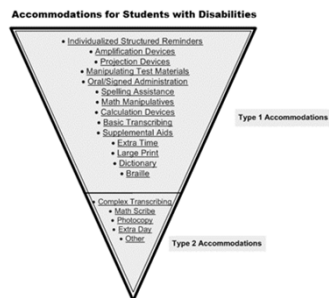
- > giving permission for a student to use tools to minimize distractions or to help
- > maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- > allowing individual and small-group administrations
- > reminding students to stay on task



STAAR ACCOMMODATIONS TRIANGLE



Type 1



Individual Structured Reminders



Individualized Structured Reminders

Description of Accommodation
The accommodation allows a test administrator to provide a student with a disability individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

Assessments
For a student who meets the eligibility criteria, this accommodation may be used on:

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A



Student Eligibility Criteria

A student may use this accommodation routinely and effectively in classroom testing.

Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.



Oral/Signed Administration

Description of Accommodation

This accommodation allows test material to be read aloud to a student with a disability. All references to reading support during an oral administration also apply to signing during a signed administration.

Assessments

May be used on:
- Algebra I, and Algebra II
- % and conversion of a student
- Biology
- % and conversion

Student Eligibility Criteria


A student may use this accommodation if he or she:

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.

- The student receives Section 504 services and has evidence of reading difficulties.
- The student does not receive special education or Section 504 services but is identified with dyslexia or a related disorder per TEC §38.003.

Test Administration Agency
Accommodations for Students with Disabilities


2014 calendar year
1 of 4



Standardized Oral Administration

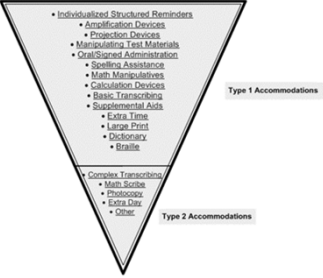
Online testing

- Grade 3 Reading & Mathematics
- Grade 4 Reading & Mathematics
- Grade 5 Science
- Grade 6 Reading & Mathematics
- Grade 7 Reading & Mathematics
- Grade 8 Science & Social Studies



Type 2 Accommodation Request Form

Accommodations for Students with Disabilities




Type 1 Accommodations


- Individualized Structured Reminders
- Amplification Devices
- Projection Devices
- Manipulating Test Materials
- Oral/Signed Administration
- Spelling Assistance
- Math Manipulatives
- Calculator Devices
- Basic Transcribing
- Supplemental Aids
 - Extra Time
 - Large Print
 - Dictionary
 - Braille

Type 2 Accommodations

- Complex Transcribing
- Math Scopes
- Proctored
- Extra Day
- Other




STAAR A



Who can take STAAR A?

Eligibility Requirements



State-Required Documentation Form

STAR
Statewide Assessment of Student Achievement
STAAR A Eligibility Requirements

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

STAAR A is an online version of STAAR that contains certain embedded accommodations such as proctor, software, and oral administration (i.e., text-to-speech). Both STAAR and STAAR A are considered the general assessment. However, STAAR with approved or allowed accommodations (as outlined in the Accommodations Template) should be the first consideration when determining which assessment is most appropriate for a student. The decision to administer STAAR A should not be based solely on the student's disability category, disability condition, placement setting, or the student's previous performance on a state assessment. Admission, review, and dismissal (ARD) and Section 504 committees should ensure the following when making assessment decisions.

The decision to administer STAAR A is based on the determination that STAAR with or without approved or allowed accommodations does not best meet the student's needs.

The decision to administer STAAR A is based on the accommodations the student routinely receives in the classroom and that are documented in the student's individualized education program (IEP) or individualized accommodation plan (IAP).

The decision to administer STAAR A is based on the eligibility criteria outlined in Step 1 and Step 2 of this documentation form. According to 19 Texas Administrative Code (TAC) § 89.1713, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD or Section 504 committee (in cooperation with the language proficiency assessment committee (LPRAC) if the student is an English language learner (ELL)) must include this form in the student's IEP or IAP to document eligibility for STAAR A.

Step 1: Indicate Eligible Services Indicate the services the student is receiving. If a student is not receiving either of these services, the student is not eligible to participate in STAAR A and must take one of the other state assessments.

The student has an identified disability and is receiving special education services.

The student is identified with dyslexia or a related disorder and is receiving Section 504 services.

Step 2: Review Eligibility Criteria The ARD or Section 504 committee (in cooperation with the LPRAC if the student is an ELL) must review the subject(s) for which STAAR A is being considered and check the accommodations the student routinely receives in the classroom for that subject. If a proctor or scribe is not applicable, check NA. To be eligible to participate in STAAR A in a particular subject, **TWO OR MORE** accommodations must be checked for that subject. If none of the accommodations are checked, the student is not eligible to participate in STAAR A in that subject.


| Subject | Accommodation 1 | Accommodation 2 | Accommodation 3 | Accommodation 4 | Accommodation 5 | Accommodation 6 | Accommodation 7 | Accommodation 8 | Accommodation 9 | Accommodation 10 |
|-------------|--|--|--|--|--|--|--|--|--|--|
| Reading 4.5 | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room |
| Writing 4.5 | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room |
| Math 4.5 | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room |
| Science 4.5 | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room |
| History 4.5 | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room | <input type="checkbox"/> Proctor present in the testing room |

Step 3: Determine Assessment Decision The ARD or Section 504 committee (in cooperation with the LPRAC if the student is an ELL) must determine if STAAR A is eligible to be administered for the subject(s) of the proctoration. The assessment decision. Additional testing accommodations may be checked and must be documented in the student's IEP or IAP. Refer to the Accommodations Template on the STAAR Assessment website for more information.

Indicate the STAAR A tests the student will take for the subject per under consideration.

Reading Grade _____ Writing Grade _____ Math Grade _____ Science Grade _____ History Grade _____


English? Information Grade _____ Other _____



Step I

Indicate Eligible Services

- The student has an identified disability and is receiving special education services.
- The student is identified with dyslexia or a related disorder and is receiving Section 504 services.




Step II

Review Eligibility Criteria

must circle the subject(s) for which STAAR A is being considered and check the accommodation(s) the student routinely receives in the classroom


TWO OR MORE accommodations must be checked in that subject.




Step III

Summarize Assessment Decisions

indicate the STAAR A test(s) the student will take for the school year
must be included in the student's IEP or IAP
additional testing accommodations may be allowed




STAAR ALTERNATE 2




Who can take STAAR Alt 2?

Participation Requirements



Question 1:

Does the student have a significant cognitive disability?



Question 2:

Does the student require specialized supports to access the grade-level curriculum and environment?



Question 3:

Does the student require intensive, individualized instruction in a variety of instructional settings?



Question 4:

Does the student access and participate in the grade-level TEKS through prerequisite skills?



The DON'TS

We don't determine state assessment decisions based...

...solely on one piece of data or information.

...on availability of technology.

...on software glitches that might have happened in the past.

Schools do not make overarching statements or policies on the availability of state assessment options for students with disabilities.



THE DOS

The Dos

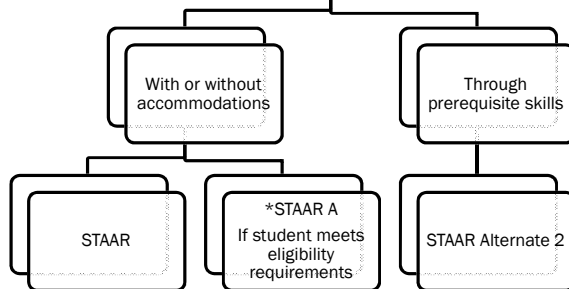
Appropriate committees make assessment decisions that are based on...

...the student needs.

...observable and measureable data.

...providing the student access to the assessment in the least restrictive manner.

The ARD committee reviews the student's PLAAFP and instructional goals and determines how the student accesses the grade-level/course curriculum (TEKS).



What STAAR Assessments Do ELLs Receiving Special Education Services Take?

- ▶ STAAR in English
- ▶ STAAR in Spanish (grades 3-5)
- ▶ STAAR A or STAAR Alternate 2
- ▶ STAAR L in English

Participation in State Assessments *English Language Learners*

The LPAC or ARD committee shall select the appropriate assessment option for each English language learner. An ELL shall participate in grades 3-8 and end-of-course assessments as required by TEC 39.023 (C)

| | | | | |
|---|---|---|--|--|
| Spanish Speaking ELL Grades 3-5 | An ELL in grades 3 or higher | An ELL who receives special education services | An unenrolled or refugee first enrolled in U.S. public schools (ELL) | An ELL with a parent denial |
| May be administered the Spanish version assessment if appropriate | May be administered a linguistically accommodated English version of the math, science and social studies | As a result of his or her disabling condition may be administered an alternative assessment | May be granted an exemption from an administration of an assessment instrument during their first year of enrollment in U.S. schools | A student is not eligible for special assessment, accommodation or accountability provisions on the basis of limited English proficiency |
| | A Spanish version does not exist or is not the most appropriate measure | | May be administered a linguistically accommodated English version if the student has been enrolled in U.S. schools for 5 or less years | |
| | Has not yet demonstrated English language proficiency in reading. | | | |
| | Has been enrolled in U.S. schools for 3 or less years | | | |



What does “access” mean?

| Instructional Focus | Instructional Approach | Instructional Examples |
|---|------------------------|--|
| Instruction covers all of the required curriculum | Accommodations | Extra time, small group, manipulatives, spelling assistance, transcribing, reading questions and answer choices, |



What does “access” mean?

| Instructional Focus | Instructional Approach | Instructional Examples |
|--|------------------------|--|
| Although student is exposed to all of the curriculum, IEP goals may focus on select student expectations or address all student expectations but in a broad/simplified manner. | Modifications | Deleting extraneous information, limiting number of steps in questions, simplifying decoding level, simplifying numbers, defining difficult vocabulary |



What does “access” mean?

| Instructional Focus | Instructional Approach | Instructional Examples |
|--|---|---|
| Individual supports and materials compensate for the student's disability and allow access to all of the curriculum. | Prerequisite skills linked to grade-level/course curriculum | Performance tasks to determine mastery at three varying complexity levels |



The First Consideration

- ▶ Participation in the **general assessment** should be the first consideration when determining the appropriate assessment for a student.
- ▶ General assessments in the Texas Assessment Program
 - ▶ STAAR
 - ▶ STAAR Spanish



1. Review the student's present level of academic achievement and functional performance (PLAAPF).
 - ▶ ARD committees should have a clear understanding of the student's performance in the grade-level/course TEKS, including the student's strengths, current areas of need, and accommodations, modifications, or supports the student has used.



The First Consideration = the General Assessment

- ▶ To determine whether the general assessment is the most appropriate,
 - ▶ *ARD committees must review the student's present level of academic achievement and functional performance (PLAAPF).*
 - ▶ Provides a clear understanding of student's performance in the grade-level/course TEKS, including strengths, current areas of need, and accommodations, modifications, or supports used.



The First Consideration = the General Assessment

- ▶ *ARD committees must review the student's instructional plan.*
- ▶ This is the basis for making appropriate assessment decisions.
- ▶ Provides a clear understanding of how student will access the grade-level/course curriculum, including accommodations, modifications, or supports needed.



The First Consideration = the General Assessment

- ▶ *ARD committees must understand*
 - ▶ What statewide assessments are required and available (STAAR, STAAR Spanish, STAAR L, STAAR A, STAAR Alternate 2)
 - ▶ Assessed TEKS
 - ▶ Design and format of each statewide assessment
 - ▶ Accommodation policies
 - ▶ Implications of taking a particular statewide assessment



▶ If STAAR, with or without accommodations, is appropriate for a student, the ARD committee must document this decision and the testing accommodations the student will receive.

- ▶ *Documented testing accommodations must be consistent with state accommodation policies posted on Accommodations Resources web page.*
- ▶ *For accommodations that require TEA approval through submission of an Accommodation Request Form, document "pending TEA approval."*



Decision Made: Now What?



Parking Lot Sharing

How are the decisions made in ARD/504 Committees communicated?

What methods are used to distribute information?

What checks and balances are in place to make sure no student gets 'lost'?



What is your process?

Immediately after the ARD/504 Committee Meeting (all decisions)

- Parent/guardian notification of all decisions
 - How?
- Classroom teacher notification of all decisions
 - How?
- All decisions documented in Records Management System?



What is your process?

- How often do you discuss accommodations and modifications for students?
- Is your Record Management system able to provide you with reports that all teachers have access to?
- Do you have a process for communication within ARD/504 committees and case managers, general education teachers, and parents?



All assessment information must be communicated to campus testing coordinator in preparation for statewide testing.



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ACCOMMODATIONS: HOW?



Linking *CHC to Intervention Tool

| Cognitive Ability Factor | Related Achievement Normative Weaknesses | Relationship to Academic Learning | Recommended Instructional Interventions | Recommended Accommodations |
|---|---|---|--|---|
| <p>Crystallized Intelligence (Gc) is a person's level of acquired knowledge, including domain knowledge obtained through life experiences, school and work.</p> <p>Gc Cluster Average: _____</p> <p><input type="checkbox"/> Weakness (L-34)</p> <p><input type="checkbox"/> Weak/Volunt Lamin (E5-113)</p> <p><input type="checkbox"/> Strength (L14)</p> <p><input type="checkbox"/> Unimpaired</p> | <p><input type="checkbox"/> Basic Reading _____</p> <p><input type="checkbox"/> Reading Comp _____</p> <p><input type="checkbox"/> Math Calculation _____</p> <p><input type="checkbox"/> Math Problem Solving _____</p> <p><input type="checkbox"/> Written Expression _____</p> <p><input type="checkbox"/> Oral Expression _____</p> <p><input type="checkbox"/> Listening Comp _____</p> <p>(Check Normative Weakness -R)</p> | <p>*Gc has a strong and consistent relationship to reading, writing, and math, such as grammar, vocabulary, understanding factual questions, and comprehending oral/written language. All of which are highly predictive of academic success.</p> | <p>*Create a language and response-rich environment</p> <p>*Make sure information is acquired knowledge</p> <p>*Assess prior knowledge before introducing new topics or concepts</p> <p>*Provide frequent response and practice in math</p> <p>*Use rich relevant vocabulary/background information</p> <p>*Clearly read instructions, the assessment of task intent in math and their meanings</p> <p>*Provide explicit vocabulary instruction such as the meaning of common prefixes, suffixes, and root words</p> <p>*Encourage students and give knowledge experiences into structured activities</p> <p>*Provide clear and concise language when presenting concepts</p> <p>*Check for understanding to ensure comprehension</p> <p>*Give _____</p> | <p>*Provide resources to help students participate in class discussions</p> <p>*Provide prompts to enhance written responses</p> <p>*Provide professional setting to enhance monitoring of comprehension</p> <p>*Give _____</p> |
| <p>Long-Term Retrieval (Gg) is the ability to take and store a variety of information (ideas, names, concepts) in one's mind. One later retrieves it quickly and easily using association.</p> <p>Gg Cluster Average: _____</p> <p><input type="checkbox"/> Weakness (L-34)</p> <p><input type="checkbox"/> Weak/Volunt Lamin (E5-113)</p> <p><input type="checkbox"/> Strength (L14)</p> <p><input type="checkbox"/> Unimpaired</p> | <p><input type="checkbox"/> Basic Reading _____</p> <p><input type="checkbox"/> Reading Facility _____</p> <p><input type="checkbox"/> Reading Fluency _____</p> <p><input type="checkbox"/> Written Expression _____</p> <p><input type="checkbox"/> Oral Expression _____</p> <p><input type="checkbox"/> Listening Comprehension _____</p> <p>(Check Normative Weakness -R)</p> | <p>*Gg has a significant relationship with reading and writing especially during early stages of skill acquisition, such as organizing for retrieval, strategies for recall, and learning and retaining information.</p> | <p>*Teach memory aids such as verbal mediation or rehearsal and mnemonic strategies</p> <p>*Provide even feedback through review and repetition</p> <p>*Provide a list of easy facts that help organize learning before more difficult material</p> <p>*Provide auditory learning using visual, kinesthetic, and auditory feedback</p> <p>*Encourage conceptually organized material of items necessary for rote information in reading activities</p> <p>*Check to ensure that the student has received sufficient information for independent work</p> <p>*Provide immediate feedback</p> <p>*Give _____</p> | <p>*Limit the amount of information to be stored during an instructional session</p> <p>*Provide reference sheet, a calendar, using math computation</p> <p>*Use graphic organizers to reinforce connections between concepts</p> <p>*Give _____</p> |
| <p>Short-Term Memory (Gw) is the ability to apprehend and hold information in one's mind and then use it within a few seconds, includes working memory (ability to attend to, process, and respond to information)</p> <p>Gw Cluster Average: _____</p> <p><input type="checkbox"/> Weakness (L-34)</p> <p><input type="checkbox"/> Weak/Volunt Lamin (E5-113)</p> <p><input type="checkbox"/> Strength (L14)</p> <p><input type="checkbox"/> Unimpaired</p> | <p><input type="checkbox"/> Basic Reading _____</p> <p><input type="checkbox"/> Reading Facility _____</p> <p><input type="checkbox"/> Reading Fluency _____</p> <p><input type="checkbox"/> Written Expression _____</p> <p><input type="checkbox"/> Oral Expression _____</p> <p><input type="checkbox"/> Listening Comprehension _____</p> <p>(Check Normative Weakness -R)</p> | <p>*Gw has a significant relationship to reading, writing, and math, such as grammar, vocabulary, understanding factual questions, and comprehending oral/written language. All of which are highly predictive of academic success.</p> | <p>*Teach strategies to increase understanding and retention of concepts such as self talk and creating lists of problems or steps</p> <p>*Teach memory strategies such as chunking, verbal rehearsal, and visual imagery</p> <p>*Use the student's interests, have easy-to-remember information, and using for directions or information to be repeated (following directions, recalling sequences, remembering actual information, listening and comprehending, and taking notes)</p> <p>*Provide even feedback through review and repetition</p> <p>*Check to ensure that the student has received sufficient information for independent work</p> <p>*Provide immediate feedback</p> <p>*Give _____</p> | <p>*Provide visual guides during and after presentations</p> <p>*Provide lecture notes or arrange for hand-outs</p> <p>*Provide a study guide to be completed during presentations</p> <p>*Use far student as location away from distractions in order to optimize attention</p> <p>*Provide extra time to copy information</p> <p>*Read written directions aloud</p> <p>*Use graphic organizers to reinforce connections between concepts</p> <p>*Give _____</p> |

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Accommodations

STAR
State of Texas Assessments of Academic Readiness

TELPAS
Texas English Language Proficiency Assessment System

at a Glance

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Assistive Technology Consideration Resource Guide

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant links within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

| Instructional or Access Area | Standard Tools | Modifications and Accommodations of Task and Expectations | Assistive Technology Solutions |
|---|--|---|---|
| <p>Writing:</p> <ul style="list-style-type: none"> Write name Copy letters/numbers for skills practice Write words from memory Copy print from book or worksheet Copy notes from board or overhead Complete written worksheets with single word responses (fill-in-the-blank) Complete written worksheets with phrase or sentence responses Complete written test with multiple choice response (circled mark answer) Complete written test and forms with fill-in-the-blank response Complete written test with matching response Complete written test with phrase/sentence (short answer) Complete written test with essay response (multi-paragraph) Record notes from teacher dictation/lecture with teacher dictation/lecture Record notes from teacher dictation/lecture without teacher notes Generate (handwritten) responses writing samples Copy numbers Enter number in correct location when calculation problems Copy math calculation problems with correct alignment | <ul style="list-style-type: none"> Crayon/Marker Pen Letter and number strip Clipboard Typewriter Computer with word processing software with grammar and spell checker Instructional software to remediate and enhance specific writing skills | <ul style="list-style-type: none"> Increased time for completing assignments Decreased length of assignments/number of responses Oral dictation as an alternative to writing Prior notification Format of assignment changes to meet need of student: multiple choice, matching, word banks, fill-in-the-blank, short answer Word banks, sentence starters, and choice format Writing software for supports Provides typed outline or typed copy of notes for delivery for student to use to follow lecture Student highlights key points on printed copy of notes rather than copy/recording lecture notes Writing concept mapping strategy used | <ul style="list-style-type: none"> Pencil grip or other adapted writing aids Adapted paper (dotted line, spaced line, different spacing, secured to desk, paper stabilizers) Slant board Non-slip writing surface (e.g. dyemex) Text-to-speech or digital reader device Dictated responses and re-reading Portable word processor (e.g. Agfa/Hatman Neo, The Writer Fusion, etc.) Notetaking device (e.g. Braille, adapted technological recorder, dictaphone, Notetaker, Ims Pen) Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) Computer with word processing software and software/reading software (e.g. Inspiration or Kidspiration, Draft Builder) Computer with graphic based word processor (e.g. Writing with Symbols) Computer with talking word processing software (e.g. Write Out Loud, Classroom Suite, Talking Words Processor) Computer with word prediction software (e.g. Co-Writer, Write2) Computer with graphic based word processor (e.g. Writing with Symbols) Scanner and computer with form filling software to create electronic worksheets Computer based advanced reading and writing aids (e.g. Kurzweil 3000, VYNK, Read & Write, Grid) Adaptive input hardware or software (e.g. keyboard, keyboard utilities, enlarged keyboard, touchscreens, on-screen keyboard) |

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ACCOMMODATIONS FOR COGNITIVE AND ACADEMIC DEFICITS

A Compendium of Accommodations and Instructional Strategies Corresponding to Woodcock-Johnson III Cognitive and Achievement Clusters

Region One

Resources

- Special Education Evaluations Site-ESC1 <http://www.esc1.net/Domain/100>
- Access to the General Curriculum Site-ESC1 <http://www.esc1.net/site/Default.aspx?PageID=592>
- SpedTX <http://www.spedtex.org/>



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