



ACCOMMODATIONS MANUAL

2017 - 2018

Contents

Preface	2
Purpose of the Accommodations Manual	2
Key Elements in Accommodation Policy and Procedures.....	2
New Mexico Statewide Assessment Program	3
Assessing Comprehension & Communication in English State-to-State for English Language Learners (ACCESS for ELLs).....	3
New Mexico Science Standards Based Assessment (SBA).....	3
New Mexico Alternate Performance Assessment (NMAPA)	3
Partnership for Assessment of Readiness for College and Career (PARCC)	3
End-of-Course Exams (EOCs) – New Mexico Exam Platform to Inform Curriculum (NMEPIC)	4
Imagination Station (iStation).....	4
National Assessment of Educational Progress (NAEP).....	4
New Mexico Special Considerations for Assessment Accessibility.....	5
Who Selects Special Considerations?	5
Documenting Special Considerations	5
How Should Assessment Accommodations Be Recorded For Scoring?.....	6
Accessibility Features, Administrative Considerations, Modifications, and Accommodations.....	6
Accessibility Features and Administrative Considerations	6
Modifications	7
Accommodations	8
Appendix A: Accessibility Feature Descriptions.....	9
Appendix B: Accommodation Descriptions Table.....	11
Appendix C: Allowable NMAPA Accommodations	16
Appendix D: Allowable NMAPA Adaptations or Substitutions Table	19
NMAPA Assistive Technology	20
Appendix E: References for Accommodations for Students with Disabilities	21
Appendix F: References for Accommodations for English Learners.....	22

Preface

Purpose of the Accommodations Manual

The Student Assessment Accommodations Manual provides information to Individualized Education Program (IEP) teams, English Language Learner (EL) Teams, Language Assessment Teams (LAT), Student Assistance Teams (SAT), Test Coordinators (TC), and Test Administrators (TA). Information is provided to assist with selecting, administering, monitoring, and evaluating the use of accessibility features and accommodations available in ACCESS for ELLs, End-of-Course Exams (EoCs), iStation, the National Assessment of Educational Progress (NAEP), the New Mexico Alternate Performance Assessment (NMAPA), the Partnership for Assessment of Readiness for College and Careers (PARCC), the Standards – Based Spanish Reading Assessment, and the Science Standards - Based Assessment (Science SBA). Information provided for NMAPA and the Science SBA is more granular than information provided for the other assessments because these two programs do not have their own accommodations manuals. Please refer to program-specific manuals for PARCC, iStation, ACCESS for ELLs, and National Assessment of Educational Progress (NAEP) for more detailed information about accommodations available for those assessments. School and district personnel should become thoroughly familiar with the content of all applicable manuals to ensure that students receive appropriate and effective accessibility features, administrative considerations, and accommodations during testing.

Following the key elements section below, the manual is organized into a New Mexico assessment overview, special considerations for assessment accessibility, and several appendices with tables that detail available accessibility features and accommodations.

Key Elements in Accommodation Policy and Procedures

A number of important policy elements are presented in this manual, which include:

1. Accommodations are allowable only for students with IEPs, Section 504 Plans, or current EL status.
2. Special Education (SPED) accommodations for testing and instruction must be documented in a student's IEP or 504 Plan. EL accommodations must also be appropriately documented (e.g. in a SAT or EL Plan).
3. All students are eligible for Accessibility Features and Administrative Considerations.
4. For Computer Based Testing (CBT), assessment accommodations must be documented in the test vendors' online portals. Accommodation Codes must be entered into the biogrid (demographic bubble sheet) for Paper-Based Testing (PBT).

Please direct all questions regarding accommodations to:

ped.assessment@state.nm.us or 505-827-5861.

New Mexico Statewide Assessment Program

This section contains descriptions of seven statewide assessment programs that allow for thorough and accurate measurement of New Mexico student achievement. When available, we provide links to accommodations manuals provided by our test vendors. Science SBA, Spanish Reading SBA, and NMAPA do not have vendor-issued manuals specifically for accommodations. Therefore this manual provides more extensive accommodations guidance for SBA and NMAPA.

Assessing Comprehension & Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0)

ACCESS for ELLs 2.0 is a secure, large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELs. It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English proficiency. Accommodations information for ACCESS for ELLs can be found at <https://www.wida.us/Assessment/accessibility.aspx>.

* For information regarding EL eligibility, refer to the Testing in English Language Waiver at http://www.ped.state.nm.us/ped/AssessmentEvalDocs/Testing_in_English_Waiver_Request_PARCC_SBA_EOC_2017_template_Final.xlsx

New Mexico Science Standards Based Assessment (SBA)

The Science SBA measures a student's mastery of the New Mexico science content standards and benchmarks. It is administered annually in the spring to grades 4, 7, and 11. Students eligible to test in Spanish also have the option to take the SBA Spanish Reading assessment, which is only available as a Paper-Based Test (PBT). Both SBA tests have fall retesting windows for grades 12 and 12+.

New Mexico Alternate Performance Assessment (NMAPA)

The New Mexico Alternate Performance Assessment (NMAPA) is provided to maximize access to the general education curriculum for students with significant cognitive disabilities, to ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and to provide data and other feedback to inform classroom instruction. NMAPA is **only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community)**. It is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the [New Mexico Extended Grade Band Expectations](#) (EGBEs) and the [New Mexico Extended Common Core Standards](#) (CCEGBEs). The test was designed to assist educators, parents, and related service providers with determining the level of academic skill the students have attained up to the point of assessment.

NMAPA assesses English Language Arts (ELA) and Mathematics in grades 3-8, 10, and 11. Science is assessed in grades 4, 7, and 11. Social Studies is assessed in grade 11.

Partnership for Assessment of Readiness for College and Career (PARCC)

The Partnership for Assessment of Readiness for College and Career (PARCC) assessment measures preparedness for college and career success across consortium states. It is administered annually in the spring, typically April-May. PARCC ELA and mathematics tests are administered in grades 3-11. Math assessments are course-specific in High School. ELA assessments are grade specific. PARCC has accessibility features and accommodations with specific eligibility requirements that are beyond the scope of this manual. Please refer to the PARCC Accessibility Features and Accommodations manual at <http://parcc-assessment.org/assessments/accessibility/manual>.

End-of-Course Exams (EOCs) – New Mexico Exam Platform to Inform Curriculum (NMEPIC)

The End-of-Course Exams (EOCs) are used to measure a student's learning, establish a measure of teacher effectiveness, create common measures for course content, fulfill the Social Studies graduation assessment requirement, and provide an alternative demonstration of competency (ADC) for graduation purposes (for students who do not show proficiency by achieving passing scores on the SBA/PARCC in Reading, Math, or Science). Please refer to the ADC manual for additional information: <http://www.ped.state.nm.us/ped/PEDDocs/2016-2017%20ADC%20Manual%20-%20FINAL%20REVISED%201-2017.pdf>. The PED EOC webpage is http://www.ped.state.nm.us/ped/Assessment_EOC.html. Appendix A of the EOC DFA provides a comprehensive table of accommodations available with the NMEPIC platform. http://ped.state.nm.us/ped/AssessmentEvalDocs/EOC/training/EoC_DFA_Computer-Based_Testing_2016-17.pdf

Imagination Station (iStation)

iStation Indicators of Progress (ISIP) Early Reading is a web-delivered, computer-adaptive testing (CAT) system that provides continuous progress monitoring (CPM) by assessing and reporting student abilities in reading throughout the academic year. It is available for kindergarten through 3rd grade students. Accommodations for iStation can be found at http://istation.com/Content/downloads/NM_IstationAssessmentAccommodations.pdf.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally-representative assessment of what students in the U.S. know and can do in various subject areas. NAEP assessments are administered uniformly using the same tests across the nation. The results serve as a common metric for all states and selected urban districts. The NAEP inclusion policy and accommodations available for the most recent administration can be found at <https://nces.ed.gov/nationsreportcard/about/inclusion.aspx>.

New Mexico Special Considerations for Assessment Accessibility

Who Selects Special Considerations?

A student's educational team decides which accessibility features and accommodations will be provided to the student. The team should ensure the student receives the agreed-upon allowable accessibility feature(s) and accommodation(s) during daily instruction prior to the assessment being administered so that the student can be comfortable with its use during testing. Unlike accessibility features, the use of each accommodation in daily instruction must have written documentation (e.g., IEP or 504 plan). Only students with an IEP, 504 Plan, or EL status are eligible for accommodations. ELs who have achieved fluent English proficiency are not eligible for accommodations; **however, these students may be assigned accessibility features and administrative considerations which are available to all students.** Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide accommodations to a group of students. Please note that decisions about selecting and using accommodations should be shared with the student's teacher(s) as well as the student's parents/guardians.

IEP, 504, and certain EL students are eligible for accommodations under the following criteria.

- **A student with an IEP (including an EL with an IEP)** receives the allowable accommodations in his or her IEP as **determined by the properly-composed IEP team.** The team selects assessment accommodations and documents them in the IEP. It is important that IEP team members are well informed about a student's needs and the allowable accommodations available in the assessment content areas and platforms prior to the selection meeting. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed, and how the accommodation will improve access to the assessment.
- **A student with a Section 504 Plan (including an EL with a Section 504 Plan)** receives the allowable accommodations in their Section 504 Accommodations Plan as **determined and documented by the Section 504 team.**
- **ELs without a 504 or IEP**, under state rule at Subsection L (2) (a) (iii) of 6.29.1.9 NMAC—
Accommodations: The decision about appropriate accommodations for an EL is made by a school-based team. State rule provides that this team **must** include at least three school staff members that are familiar with the student's abilities and language needs, standardized test procedures, and valid EL test accommodations. Personnel designated to serve on the applicable school team may include the following:
 1. Student's bilingual multicultural education teacher or TESOL-endorsed teacher
 2. Bilingual Education Program Coordinator
 3. Student's other classroom teacher(s)
 4. Test administrators/coordinators
 5. Principal/Counselor
 6. Parent (when appropriate)
 7. Student (when appropriate)

The state rule cited above requires that the applicable team must base its decisions about appropriate accommodations on the following considerations: an annual review of the student's progress in attaining English proficiency, the student's current English language proficiency (including the student's experience and time in U.S. schools), the student's expected date for exiting English learner accommodations, the student's familiarity with the accommodation under consideration, the primary language of instruction used in the content area to be assessed, the length of time that the student has received instruction in that language, and the student's grade level. After consideration of the above, the team must document the suggested accommodations in a school record (i.e. EL Plan, LAT/SAT team paperwork, Next Step Plans, Response to Intervention documents, etc.)

Documenting Special Considerations

Assessment accommodations must be documented in the IEP and/or 504. The record provides the Test Administrator directions for administering the assessment to a student. The following points should be documented:

- Student's grade level
- Assessments to be administered at that grade level
- Content areas to be assessed
- Skill deficit in each content area assessed that requires accommodation

- Available accommodations by testing program
- Instructional relevance of accommodations
- Time period for administering selected accommodations in the classroom prior to testing
- Verification with Accommodations Manual that an allowable accommodation has been selected
- The date parents are informed regarding selected accommodations

PED has implemented an accommodations audit process to ensure compliance with federal requirements. School districts or school staff may be required to produce such documents during a monitoring visit by the PED. When a student moves to a district prior to the test and no records of accommodations have accompanied the student, it is important to request the student's cumulative folder and/or special education records from that student's former school/district. If no records can be obtained, the student and parent(s)/guardian(s) should be consulted regarding accommodations previously used for instruction and assessment. After doing so, the school from which a student transferred should be contacted to obtain verbal confirmation that the student has consistently used the accommodation prior to testing.

When a student is injured just prior to or during testing, the student **may receive** accommodations. No accommodation code is required. However, a school team meeting must assign the accommodation for the injured student and record it in the student's cumulative folder.

Note: If a student cannot be tested due to severe injuries, you must submit a completed [NM Medical Exemption Request](#) to the PED. Medical exemptions need to be documented in the format required by the exempted assessment. The standard for determining if a medical emergency exemption form should be submitted is: Does the student currently receive instruction? If the student's medical condition does not allow for instruction to be delivered, the student may qualify for a medical emergency exemption. If the student is currently receiving instruction, even homebound instruction, the student **does not** qualify for a medical emergency exemption. Please follow the link to the PED website and scroll down to the "Forms" heading:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>

How Should Assessment Accommodations Be Recorded For Scoring?

Allowable accommodations must be recorded on a student's Paper Based Test (PBT) biogrid on the test booklet and/or on the answer document using the codes provided in Appendix B. In the event of a prohibited modification during test administration, a test irregularity form must be submitted to PED and an appropriate test completion code must be recorded on the PBT biogrid. This important information is used to evaluate the effectiveness and appropriateness of accommodations, and it is reported to state and federal agencies. For Computer Based Test (CBT), assessment accommodations must be documented in the appropriate assessment's online portal.

If a student requires an accommodation that is not described in this manual, the school district must submit a request approval for the accommodation prior to the administration of the test. The [Non-Standard Accommodations Request Form](#) is available under the "Forms" heading on the PED website at <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>.

Once completed, please fax to 505-827-6689. The request should identify the student by name and state the student's ID number, date of birth, school, and district. A description of the requested accommodation and procedures for administration should be submitted with the request. The request will be considered by the PED, and a determination will be returned.

Accessibility Features, Administrative Considerations, Modifications, and Accommodations

Accessibility features are available to all students and do not require documentation on a student's IEP, 504 Plan, SAT Plan, or any other instructional plan. Accommodations are available to certain students to compensate for a disability or language barrier. These accommodations **must be documented** on a student's IEP, 504 Plan, or EL Plan. EL students who have achieved fluent English proficiency are not eligible for accommodations (unless they have an IEP or 504 plan) nor are students in the Student Assistance Teams (SAT) process. Accommodations are intended to remove barriers so that students may access the test and demonstrate their ability at their highest achievement level. In contrast, modifications are changes to testing procedures that give students an unfair advantage on the assessment. **Modifications of any kind are prohibited.**

Accessibility Features and Administrative Considerations

Accessibility features and administrative considerations are preferences that are either built in to an assessment platform or provided locally. Students must become accustomed to these preferences prior to using them for testing. Redirecting a student to focus back on a given task is an example of an accessibility feature available to all students. Answer masking, color contrast (background/font color), and text-to-speech for mathematics are available for all participating students who need these tools, but may need to be identified and enabled in the online

administrative portal prior to testing. Administrative considerations include additional time between sessions, preferential seating, testing location considerations, time of day considerations, and visual, verbal, or tactile reminders to stay on task.

Modifications

Modifications are changes in testing procedures that also change what is measured and generally give an unfair advantage to a student. Test scores for modifications are invalidated. Therefore, all modifications are prohibited. A number of modifications are listed in the table below. Sometimes a modification is quite subtle such as an item paraphrase that indirectly “gives away” an answer.

Table of Prohibited Modifications

Examples of Prohibited Modifications for most students
<ul style="list-style-type: none">• Film or video supplements in place of reading text• Reworded questions in simpler language• Restate an item using more familiar vocabulary• Define unknown vocabulary• Spell a word• Translate a word or any part of the assessment• Share calculators in the same session• Paraphrase or interpret test directions <p>(only allowable as an EL accommodation in native language for PARCC and NMAPA)</p>

If a modified administration is suspected, the Test Administrator (TA) **must immediately inform** the School Testing Coordinator (STC), who must then inform the District Testing Coordinator (DTC). An investigation should be conducted by the DTC. Modifications are irregularities that should be reported by telephone or email to the PED’s Assessment and Accountability Division **within three (3) days** of the incident (6.10.7 NMAC). After the telephone report, a testing irregularities reporting form must be submitted **within ten (10) days** of the incident. The form is posted on the PED website:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2016/Updated%20irregularity%20Report.docx>

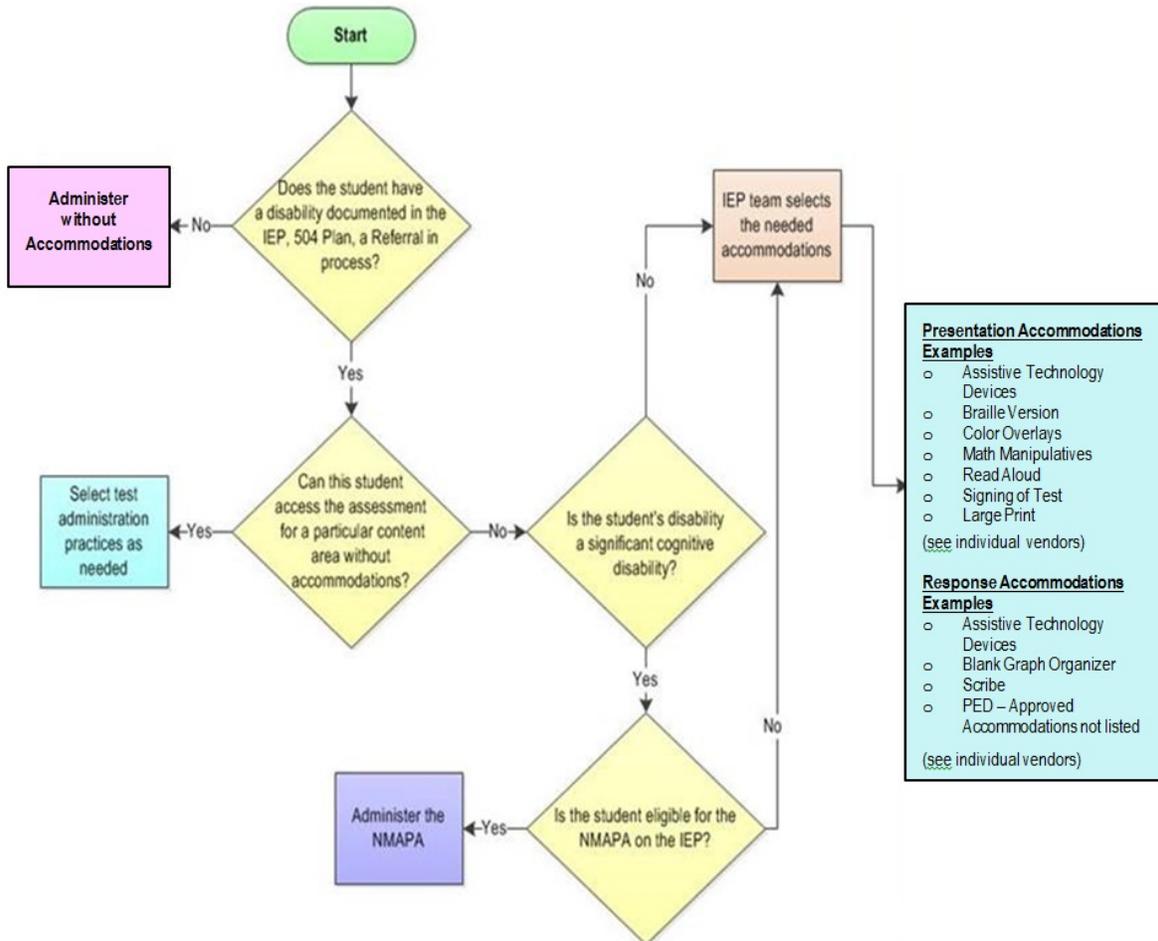
If a modification occurred during a paper-based test, the test completion code for Non-Allowed Modification must be marked on the PBT biogrid. The student’s assessment will be assigned “No Score” for state, district, and school test reports. Such a determination might adversely affect a school and district’s grade results under the PED’s A–F School Grading system.

Accommodations

Accommodations are allowable only for students with IEPs, Section 504 Plans, or EL Plans. The purpose for providing appropriate accommodations is to compensate for a disability or a language barrier so the student can demonstrate his or her academic achievement. Use of accommodations should not give the student an unfair advantage over his or her classmates. Accommodations should be utilized consistently in the classroom setting before they are utilized during assessment. For daily instruction, support is not limited to assessment accommodations. In the classroom, other accommodations and educational strategies should be implemented to make the curriculum accessible to the student.

Assessment accommodations are allowable changes in assessment administration that help a student access the content of the assessment without giving undue assistance. In most cases, assessment accommodations enable students to overcome a language barrier or a disability. An allowable assessment accommodation **does not** alter the concept being measured. Separate sections of this accommodations manual describe an array of allowable accommodations for students receiving special education services, students with Section 504 plans, ELs, and ELs with disabilities. Please see the Appendices for specific charts. The following guidelines are applicable to the selection of all assessment accommodations.

Accommodations Decision Tree



Appendix A: Accessibility Feature Descriptions

Accessibility Features			
Feature	Description	Tests	Notes
Audio Amplification	Before testing, auditory aid assistive technology should be used during an infrastructure to make sure they are compatible.	PARCC SBA EoC NMAPA ACCESS	
Blank Paper	Before testing, at least one sheet of scrap paper can be provided per student, per unit. TA must collect paper at the end of the session	PARCC ACCESS SBA	See PARCC manual for more information
Blank Graphic Organizer		SBA	See SBA manual for more information
Eliminate Answer Choices	For PBT, students may use removable markers (e.g.: small strips of paper) to indicate that they are eliminating an answer. TA makes sure no small strips of paper are in the test booklets.	PARCC	Embedded in online test
Bookmark Items for Review	For PBT, TA provides students with place markers prior to testing. All bookmarks must be removed at the end of testing.	PARCC SBA	See PARCC manual for more information Embedded in online test
General Administration Directions Clarified	Administered by Test Administrator during testing.	PARCC SBA EoC NMAPA ACCESS	Embedded in online test
General administration Directions Read Aloud and Repeated	Administered by Test Administrator during testing.	PARCC SBA EoC NMAPA ACCESS	
Highlight Tool	For PBT, TA provides students with highlighter(s) before testing. Multiple colors may be provided.	PARCC ACCESS	Embedded in online test
Headphones	Test Administrator provides students with headphone before testing. Headphones may be used as a noise buffer but may not be plugged in,	PARCC SBA EoC NMAPA ACCESS	
General Masking	For PBT, a straight edge may be used.	PARCC SBA	Embedded in online test
Line Reader Tool	For PBT, a straight edge may be used.	PARCC SBA ACCESS	Embedded in online test
Magnification/Enlargement Device	For PBT, Test Administrator provides students with a magnification/enlargement device.	PARCC SBA ACCESS	Embedded in online test

Accessibility Feature Descriptions continued

Accessibility Features			
Feature	Description	Tests	Notes
Note Pad	See Blank paper above	PARCC ACCESS SBA	Embedded in SBA online test
Pop-up Glossary	In a PBT, the glossary is provided in the footnotes. In the CBT, the student hovers over an identifiable word to see the meaning.	PARCC EoC	Embedded in online test
Redirect Students to Test	The Test Administrator focuses student back on the test.	PARCC SBA EoC NMAPA ACCESS	
Spell Checker	For PBT, the student uses an external spell check device. The device may not have embedded grammar check, connect to the internet or save information.	PARCC	Embedded in online test
Writing Tools	For PBT, the students use a writing instrument on written response to underline, bold, or add bullets for formatting.	PARCC	Embedded in online test
Color Contrast	For PBT, students may use color overlays when taking the test.	PARCC SBA EoC NMAPA ACCESS	Embedded in online test
Color Overlay	For CBT students may use color overlays to modify both font and background colors and contrast when taking the test.	ACCESS (online)	Embedded in online test

Note: If the test is not listed, please consult the test's accommodations manual. Biogrid codes are used for SBA PBT only.

Appendix B: Accommodation Descriptions Table

Accommodations - SWD, 504 Plan, EL Plan needed				
SBA Biogrid Code	Feature	Description	Tests	Notes
01	Braille	Braille assessment can be ordered directly from the vendor. May be used individually or in small group testing.	PARCC SBA ACCESS	PARCC – available in UEB and EBAE. (Consult manual for specifics) SBA- available in EBAE
02	Large Print	Large print is primarily an accommodation for students with visual impairments. May be used individually or in small group testing.	PARCC SBA EoC NMAPA ACCESS	PARCC – can be ordered EoC and NMAPA – provided locally
03	Human Signer	A sign language interpreter may be appropriate for PBT. May be used individually or in small group testing with PBT/CBT.	PARCC SBA EoC NMAPA ACCESS iStation	PARCC – embedded in online test
04	Text-to-Speech	A scripted oral accommodation in English may be appropriate for students who are unable to decode text visually. May be used individually or in small group testing with PBT/CBT.	PARCC SBA EoC NMAPA	Refer to the PARCC Mathematics Audio Guidelines. PARCC considers this accessibility and not an accommodation.
04	Human Reader	A scripted oral accommodation in English may be appropriate for students who are unable to decode text visually. May be used individually or in small group testing with PBT/CBT.	PARCC SBA EoC NMAPA ACCESS	PARCC – Math only SBA- Human Reader can be assigned for English or Spanish
05	Read Aloud to Self	Student reads directions, text, selected responses, constructed response items aloud to self. May be used individually or in small group testing with PBT/CBT.	PARCC SBA EoC NMAPA	
06	Assistive Technology-Presentation	Students with visual and hearing impairments may use assistive technology devices to view test presentations. Examples: Kurzweil, FM systems, etc. May be used individually or in small group testing as long as not distracting to others in the small group.	PARCC SBA EoC NMAPA	

Note: If the test is not listed, please consult the test's accommodations manual. Biogrid codes are used for SBA PBT only.

Accommodation Descriptions Table continued

Accommodations - SWD, 504 Plan, EL Plan needed				
SBA Biogrid Code	Feature	Description	Tests	Notes
07	Color Contrast	Students with visual impairments and scotopic sensitivity disorder may use color overlays for reading assessments. May be used individually or in small group testing.	PARCC SBA EoC iStation	PARCC color contrast is embedded in the online system iStation color overlay not provided
08	Math Manipulatives	This is an accommodation for students who are blind or visually impaired, have specific learning disabilities, or are otherwise health impaired. It is to accommodate math dysfluency.	PARCC EoC NMAPA	Allowable counting devices include the following: Touch Math Dots; Counting blocks, beans, bears; Abacus; Number line; Numbers chart, Braille Ruler, Braille Protractor. PARCC – consult the AFA Manual.
9	Manipulative Test Materials	A student with a temporary or permanent disabling condition that interferes with the ability to physically manipulate test materials, such as test booklet pages, rules, etc., might require this accommodation.	SBA NMAPA	
10	Blank Graphic Organizer	A blank graphic organizer might be appropriate for students who need support for organizing and sequencing multi-step processes. Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on content.	SBA EoC	Please refer to individual test manuals.
11	Selected Response – Speech-to-Text - Human Scribe	Use of a scribe to record answers to selected response items might be appropriate for students who are not able to record their answers in a test booklet or answer document.	PARCC SBA EoC NMAPA ACCESS	PARCC – ELA/Literacy Assessments only
12	Constructed Response- Speech-To-Text – Human Scribe	Some students may require a scribe if the physical act of writing interferes with their ability to transcribe their thoughts. A scribe is used to record answers to constructed response items for students that are not able to record their answers in a test booklet or answer document. Scribing must be done in an individual testing setting in a location with minimal distractions.	PARCC SBA EoC NMAPA ACCESS	

Note: If the test is not listed, please consult the test's accommodations manual. Biogrid codes are used for SBA PBT only.

Accommodation Descriptions Table continued

Accommodations - SWD, 504 Plan, EL Plan needed				
SBA Biogrid Code	Feature	Description	Tests	Notes
13	Assistive Technology-Response	Students with visual, hearing, fine motor, writing, or motor impairments may use assistive technology devices.	PARCC SBA EoC NMAPA ACCESS	Allowable devices are restricted as follows, with voice output disabled during the reading assessment: <ul style="list-style-type: none"> • Augmentative communication devices • Communication boards • Braille • Low vision devices • Amplification • Custom or modified keyboards • Touch screen computer • Track Ball, Track pad, joystick • Alternative key board • Mouth stick, head pointer • Head mouse, head master, tracker • Switches • Voice output device • Tape recorder • Tactile/voice output measuring devices (i.e. Clock/ruler) • Pencil grips, nonskid material to hold objects in place • Note: spell-check, word prediction programs and grammar checking is prohibited
14	Audio Record Responses	Audio recording of student responses to test items might be appropriate for some students for whom the act of writing may interfere with their ability to transpose answers from what's in their mind to the answer sheet.	PARCC SBA EoC NMAPA	Refer to test manual for returning of items to the appropriate vendor.
15	PED-Approved Accommodations	Accommodations may be appropriate that are not described in the manual but are necessary for a student to access the assessment.	PARCC SBA EoC NMAPA ACCESS iStation	Non-standard Accommodations form can be found at : Non-Standard Accommodations Request Form

Note: If the test is not listed, please consult the individual test manual. Biogrid codes are used for SBA PBT only.

Accommodation Descriptions Table continued

Accommodations - for ELs only				
SBA Biogrid Code	Feature	Description	Tests	Notes
20	Text-To-Speech and Human Reader: Test items in English	A reader may be appropriate for students whom hearing English read will allow the content not the language, to be tested. May be used individually or in small group testing.	PARCC SBA EoC NMAPA	May be read in English or Spanish when not available from the test vendor.
21	Picture Dictionary	A picture dictionary provides only picture definitions of words in English without providing unwarranted assistance to the student such that it gives away the answer to the test items. May be used individually or in small group testing.	PARCC SBA EoC NMAPA	
22	Spanish Language Version	Eligibility to take the Spanish version of test is based on criteria regarding number of years student has been enrolled in U.S. schools.	PARCC SBA EoC NMAPA	NMAPA and EoC are translated locally. PARCC Mathematics and SBA Science have Spanish versions of the test. For eligibility , refer to the Testing in English Language Waiver - Testing in English Waiver Request
23	Customized Dual Language Glossary	Dual language glossary, customized for New Mexico content standards and assessment, displays word in English and corresponding word in Spanish. Definitions of words are not provided. May be used individually or in small group testing.	SBA	Provided by Measured Progress
24	Commercial Word-To-Word Dictionary	Commercially available glossary displays word in English and corresponding word in any language. Definitions of word are not provided. May be used individually or in small group testing.	SBA	
25	Pock Word-To-Word Translator	Commercially available pocket word-to0word translator allows user to enter word in English, and it displays corresponding word in any language. Definitions of word are not provided. May be used individually or in small group testing.	PARCC SBA EoC	

Note: If the test is not listed, please consult the test's accommodations manual. Biogrid codes are used for SBA PBT only.

Accommodation Descriptions Table continued

Accommodations - for ELs only				
SBA Biogrid Code	Feature	Description	Tests	Notes
26	Text-To-Speech and Human Reader – Test Directions in Spanish	Read aloud test directions in Spanish. Definitions of word are not provided. May be used individually or in small group testing.	PARCC SBA EoC iStation	iStation ISIP Early Reading only
27	Text-To-Speech and Human Reader Test Items in Spanish	Read aloud test items in Spanish. Definitions of word are not provided. May be used individually or in small group testing.	PARCC SBA EoC NMAPA	
28	PED – Approved Accommodations	Accommodations not described in the manual and necessary for a student to access the assessment.	PARCC SBA EoC NMAPA iStation	Non-standard Accommodations form can be found at : Non-Standard Accommodations Request Form
NA	Calculation Device	Students with a disability that <i>severely limits or prevents</i> their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division).	PARCC	An approved calculation device (e.g., TI-84 graphing calculator, scientific calculator, four-function calculator) on the NON-CALCULATOR SECTION of the mathematics assessments.

Note: If the test is not listed, please consult the individual test manual. Biogrid codes are used for SBA PBT only.

Appendix C: Allowable NMAPA Accommodations

NMAPA is designed for students who have significant cognitive disabilities identified through the IEP process as eligible to participate in an alternative assessment. Because of the diversity of this population of students, Test Administrators (TAs) may need to adapt the materials and provide a variety of response options. NMAPA, in itself, is a major accommodation, and accommodations for certain disabilities are integrated into the assessment.

Guidelines for selecting TA-provided materials include the following:

- Materials that TAs are required to provide or that TAs substitute for pictures or other response options **must be similar** in size, shape, and color so that the constructs to be assessed are not confused. For example, if the TA provides a cup, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.
- TA-provided materials must be age and grade appropriate.
- TAs may substitute picture symbols that are familiar to the student as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary such as the word “subtract” it would not be appropriate to substitute an adapted term such as “take away.” The yes/no response card that a student is most familiar with may be substituted for the yes/no cards included with the task.
- TAs may adapt picture symbols and other response options by adding Braille words, letters, or numbers to them, or by substituting objects for pictures and picture symbols as long as the substitution **does not change** the construct being assessed.
- It is appropriate to use toys or other objects to represent something only if the student understands symbol use. If using toy objects to represent a picture or real object, be sure to clarify that it is a toy or “pretend” item.

Considerations should be given to tools and procedures in the areas of setting, presentation, response, along with timing and scheduling that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to mitigate the effects of a student’s disability in the assessment of student learning. They are not intended to reduce learning expectations. Please refer to **Appendix D** of this document for specific information about NMAPA accommodations.

NMAPA Task Delivery Modes

The standard script may be presented to students in the modality that students receive instruction. For example:

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech, or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language
- Using sign language supported by concrete objects
- Using sign language supported by picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software, that provide systematic visual aids

NMAPA Task Delivery Guidelines

Task delivery guidelines include the following:

- Consider the effect of accommodations on what is being assessed before the actual administration of the NMAPA. Make sure that the accommodation **does not** change the meaning or the intent of an item.
- Select signs, words, and images with care so they **do not** signal the correct response.
- Substitute more familiar words or terms or abbreviate the script, provided that doing so **does not** affect the intent or degree of difficulty of an item.
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
 - ✓ Volume
 - ✓ Timing
 - ✓ Movement/gesture or expression
 - ✓ Environment
 - ✓ Background (visual and auditory)
 - ✓ Contrast
 - ✓ Text size, font, case (upper or lower), and color of stimulus materials (see "Response Modes," below)
 - ✓ Rewording so that the student initiates action, or applies, or explores the stimulus
- Use any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
 - ✓ Praise
 - ✓ Confirmation
 - ✓ Reiteration/repetition
 - ✓ Touch
 - ✓ Time out
 - ✓ Snack or other incentive

NMAPA Response Modes

For every task, response options will be provided. These options may include concrete objects, photographs, line drawings, picture symbols, letters, or words.

Students may express a response choice by or through such means as these:

- Using language (oral or signed), independently or through voice output devices.
- Using other vocalization(s).
- Using language (written) manually or with a keyboard (traditional or voice-activated) or by dictation to a scribe.
- Touching, pointing, eye gazing, nodding, or gesturing toward an item.
- Selecting and arranging picture symbols.
- Manipulating or picking up an item.
- Exhibiting a change in breathing pattern (respiration) or body movement.
- Changing facial expression(s).
- Using assistive technology devices.
- Using a combination of these, a different alternative response mode, or both.

NMAPA Response Mode Guidelines

Response mode guidelines include the following:

- To be acceptable, any response mode must allow a TA to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction—a new response mode should not be introduced for this assessment.

NMAPA Stimulus and Response Materials: Substitutions

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the students' degree of vision, hearing, or physical mobility.

Appendix D: Allowable NMAPA Adaptations or Substitutions Table

Student Characteristic	You can adapt or substitute NMAPA stimulus/response materials by doing the following:
Blind Low vision Partial sight	<ul style="list-style-type: none"> • Increase or decrease size of manipulatives, their spacing, or both. • Increase contrast in/among manipulatives. • Add, remove, or change background color. • Position as appropriate (e.g., right, left, midline, slanted, eye level). • Limit spatial and figure ground problems. • Highlight response choices with flashlight. • Use backlighting. • Use multi-sensory materials (examples: incorporate weight, temperature, smell, and resonance/vibration). • Use high-contrast colors (examples: red and yellow). • Reduce sheen. • Lower intensity of light. • Change orientation (flat, slanted, upright). • Limit visual field. • Use a plastic frame to display stimulus and response materials. • Use textured manipulatives (when tactile discrimination is possible). • Add raised lines or forms. • Use Braille (limited contexts, as appropriate). • Provide tangible objects (actual, symbolic, part-for-whole). • Provide auditory, tactile, and olfactory replacements for visual stimuli. • Eliminate distracting lights and sounds.
Deaf	<ul style="list-style-type: none"> • Use picture symbol version of texts. • Read "aloud" through customary delivery mode (sign language, cued speech, and so forth).
Hard of hearing	<ul style="list-style-type: none"> • Increase volume. • Provide visual replacements for auditory stimuli.
Limited in reach or touch	<ul style="list-style-type: none"> • Use response cards, response items, or both, in conjunction with switches or other assistive technology.
Limited in visual or tactile field	<ul style="list-style-type: none"> • Reduce the surface on which response options are arrayed. • Realign (horizontal, vertical, paired, or other arrangement). • Position materials level with student's eyes and then move within student's reach.
Tactile sensitivity	<ul style="list-style-type: none"> • Replace the provided item with an analogous item that is less slippery, fuzzy, rough, etc. • Eliminate unnecessary stimuli.
Apraxia/motor planning problems or sensory integration challenges	<ul style="list-style-type: none"> • Rehearse movement needed for response. • Use an object for pointing. • Provide tactile and kinesthetic supports (example: pacing board). • Provide frequent breaks. • Offer visual supports. • Allow/encourage movement. • Allow unrelated manipulatives (example: rubber band in free hand) to aid concentration. • Support seating. • Provide comfort (example: weighted vests, sensory diet before testing). • Reduce "noise" such as environmental sound, tactile and olfactory and visual input such as light.
Orthopedic impairment	<ul style="list-style-type: none"> • Use assistive technology, visual cues, gestures (example: point to materials). • Change location to increase physical access. • Change location to access special equipment such as adjustable height desk, appropriate specialized seating, slant top surface, assistive technology. • Provide extended time and multiple or frequent breaks.

NMAPA Assistive Technology

Assistive technology (AT) that is stated in the student's IEP or Section 504 Plan and is used during instruction may be used to give the student access to the content of the assessment, while providing options for responding to task requests on the assessment. However, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. **Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.**

Technology affords many ways to adapt both task delivery and student response. Consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (e.g., portable talking or large-print word processor)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Touch screen computer access
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tape recorder
- Tactile/voice output measuring devices (Examples: clock, ruler)
- Overhead projector
- Pencil grips, nonskid material to hold objects in place

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