

APPENDIX A

Accommodations and Modifications of Test Administration Procedures for Special Education Students and Students Eligible under Section 504 of the Rehabilitation Act of 1973

In accordance with the Individuals with Disabilities Education Act (IDEA) of 1997 and the No Child Left Behind Act, all students with disabilities must participate in state assessments. Students with disabilities who are in high school must participate in the New Jersey Biology Competency Test (NJBCT) or the Alternate Proficiency Assessment (APA). The Individual Educational Plan (IEP) team for each student determines which assessment a student will take in accordance with the NJAC 6A:14. The regulations state that each student with disabilities must take the general state assessment, which is the NJBCT, unless the student has not been instructed in any of the knowledge and skills tested and cannot complete any of the types of tasks on the NJBCT. The IEP team must determine which assessment the student will take for each content area assessed.

Districts may use modifications of test administration procedures when administering the NJBCT to special education students or to students eligible under Section 504 of the Rehabilitation Act of 1973. Modifications in the areas listed below may be used separately or in combination.

Decisions about participation and accommodations and modifications are made by the Individualized Education Program (IEP) or 504 team. Information about test content and item types from the test specifications booklets can be used to make this determination.

Any accommodations or modifications of test administration procedures for students eligible for special education under the Individuals with Disabilities Education Act (IDEA) or eligible under Section 504 of the Rehabilitation Act of 1973 must be specified in the student's IEP or 504 accommodation plan. Accommodations or modifications must be consistent with the instruction and assessment procedures used in the student's classroom. Students eligible for modifications under Section 504 may not be classified but do have a permanent or temporary impairment in a major life function (for example: performing manual tasks, walking, seeing, hearing, speaking, etc.).

Advanced planning is integral to implementing accommodations and modifications effectively and ensuring that the security of test materials is maintained.

Accommodations must be recorded on the student's answer folder by the codes listed in this appendix (A, B, C, or D).

Acceptable Accommodations or Modifications

Code

A. Setting Accommodations

1. Administering the assessment
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
3. Seating the student facing the examiner or proctor
4. Providing special lighting
5. Providing special furniture, e.g., desks, trays, carrels

B. Scheduling Accommodations

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The test administrator must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of the test
2. Administering the Braille version of the test

D. Test Procedures Modifications

1. Administration modifications
 - a. reading directions aloud
 - b. reading test questions aloud; ONLY the teacher who must read aloud or sign the test items is permitted to have a test booklet assigned to him/her for the task
 - c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
 - d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the passages
 - e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
 - f. repeating, clarifying, or rewording directions ONLY
 - g. providing written directions on a separate sheet or transparency
 - h. using an examiner who is familiar with the student
 - i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
 - j. using a Braille ruler and talking calculator or large-face calculator
 - k. using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test
2. Response modifications
 - a. having an examiner record the student's identifying information on the test booklet and/or answer folder
 - b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)
 - c. using a Braille writer to record responses
 - d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all key words)
 - e. recording responses on a word processor (all editorial functions MUST be disabled)
 - f. providing an augmentative communication device

- g. using a larger diameter or modified special grip #2 pencil
- h. circling answers in the test booklet (the examiner subsequently transfers the answers to the answer folder)
- i. allowing separate additional continuation pages for responding to open-ended items

Other Considerations

Ensure that:

- a. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- b. eyeglasses are used, if needed.
- c. hearing aids, FM systems, augmentative communication devices, word processors, or other types of equipment are functioning properly.
- d. source and strength of light are appropriate.
- e. all students can clearly see and hear the examiner.
- f. all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.

For students responding on separate sheets of paper:

- a. Responses to open-ended questions and writing tasks, which are written or typed on separate sheets of paper by students eligible for this accommodation, must be placed in the **YELLOW SE/504 Accommodations & Braille/Large-Print Envelope**.
 - 1. The answer folder and separate sheets must be clipped together and placed beneath a separate grade-level Header Sheet.
 - 2. Write on the top of each separate sheet the student's name, answer folder number, birth date, district name and code, and school name and code. **If these procedures are not followed, these responses cannot be linked to the student's responses in the answer folder and the student will receive incomplete scores.**
- b. Copies of these pages must be made and retained on file by the school district until scores are received and verified.

For large-print test administration:

- a. Students taking the large-print test:
 - 1. Will mark their answers in the large-print test booklet and the examiner will transcribe the responses onto the regular answer folder provided.
 - 2. May be instructed to skip some items identified in the large-print supplemental instructions. The spaces for these items must be left blank on the student's answer folder included in the large-print kit.
- b. Answer folders used for the large-print test:
 - 1. Must be sent to Measurement Incorporated in the **YELLOW SE/504 Accommodations & Braille/Large-Print Envelope**.
 - 2. Grid SE/504 ACCOMM = A, B, C, and D. A separate grade-level Header Sheet must be completed for answer folders containing the multiple-choice responses.
- c. For dictations and responses recorded on separate sheets of paper:
 - 1. Students who dictate responses to open-ended items must indicate all punctuation and must spell all key words.
 - 2. Responses to open-ended questions recorded on separate sheets of paper must be clipped to the answer folder. The student's name, answer folder number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.
 - 3. The district test coordinator must retain a duplicate of all open-ended item responses until scores are reported to and reviewed by district staff.

For Braille test administration:

- a. Students taking the Braille test:
 1. Will dictate their answers to the examiner and/or use a device that produces Braille.
 2. May be instructed to skip some items identified in the Braille supplemental instructions. The spaces for these items must be left blank on the student's answer folder included in the Braille kit.
 3. Should be instructed to bring a Braille ruler and a talking calculator to the test session.
- b. Answer folders used for the Braille test:
 1. Must be sent to Measurement Incorporated in the **YELLOW SE/504 Accommodations & Braille/Large-Print Envelope**.
 2. Grid SE/504 ACCOMM = A, B, C, and D. A separate grade-level Header Sheet must be completed for answer folders containing the multiple-choice responses.
- c. For dictations and responses recorded in Braille:
 1. Students who dictate responses for the open-ended items must indicate all punctuation and must spell all key words.
 2. Responses to open-ended questions recorded in Braille must be transcribed. The transcriptions of the Brailled responses, along with the student's own Brailled work, must be clipped to the answer folder. The student's name, answer folder number, and birth date as well as the district and school names and codes must be recorded on each of the separate sheets attached.
 3. The district test coordinator must retain a duplicate of all open-ended item responses until scores are reported to and reviewed by district staff.

For students who communicate using sign language:

- a. An interpreter will be needed to interpret oral directions and test items. The interpreter must be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English, depending upon the student's communication system. The interpreter must be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
- b. Students using American Sign Language for open-ended item responses will sign the responses to the interpreter who will interpret them into spoken English, and a scribe will record the responses in the answer folder.
- c. Students using Signed English or cued speech will sign or cue the responses to the interpreter who will transliterate (word for word) into spoken English, and a scribe will record the responses in the answer folder.

For students needing a scribe:

The student will dictate the response at first without indicating punctuation and spelling. This allows the student to get his/her ideas on paper. The scribe should write what is said, without capitals or punctuation and without the student seeing, but with correct spelling. Once the student has finished the response, the scribe must identify key words and ask the student to spell them. The scribe can underline the words and write the student's spelling above the word or write the student's spelling at the bottom of the page. The scribe should then show the piece to the student and ask him/her to indicate what words should be capitalized and where punctuation should occur. The student also has the opportunity to edit the piece at this point. The scribe must not advise or lead the student in any way.