



COLORADO
Department of Education

*Colorado Instructional Accommodations
Manual:*

*A Guide to the Selection and Implementation
of Accommodations for
Students with a Disability*

September 2014

**Exceptional Student Services Unit
1560 Broadway, Suite 1175 Denver, CO 80202**



Table of Contents

Each section heading below is a link to that portion of the manual.

Acknowledgements

Purpose

Section I: Guidance

Responsibilities of Educational Teams

- Documenting Decisions in a Formal Plan

- Considerations for Instructional Accommodations

 - Considerations for Instructional Accommodations Diagram

Guidelines for Determining Eligibility for Accommodations

- Culturally and/or Linguistically Diverse Learners

- Students Identified as Gifted with a Disability

- Students with a Disability Served Under Section 504 of the 1973 Rehabilitation Act

- Special Education Disability Categories

- Students Identified as Gifted

IEP Team Decision-Making Process

- Clarifying the IEP Team's Role

- Alternate Standards and Assessment Participation Guidelines Worksheet

 - Companion clarifying document: Participation Guidelines: Alternate Academic Achievement

 - Standards for Instruction and Assessment

 - Companion document--prints in booklet format

 - (print on both sides-flip on long edge; fold/staple if desired)

Federal and State Laws Requiring Participation by Students with a Disability

- Reauthorization of Elementary and Secondary Education Act (ESEA)

- Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

- Section 504 of the Rehabilitation Act of 1973

Section II: Overview of the Accommodation Selection and Implementation Process

Step 1: Expect All Students to Receive Standards-based Instruction

Standards-based Education for All Students

- Colorado Academic Standard (CAS)

- Extended Evidence Outcomes (EEOs)

- Extended Readiness Competencies (ERCs)

 - Colorado Academic Standards Template

- Standards and Instruction Support

 - District Sample Curriculum Units

- Colorado English Language Proficiency Standards



Equal Access to Grade-Level Content

Instruction Based on Universal Design

Universal Design Diagram

Universal Design Resources

Learning Styles

Learner Characteristics Inventory

Multiple Intelligences Tests for Children

CAST Center Sample Units

Best Practice for Instruction and Assessment

Best Practice Diagram

Formative Assessment

The Process of Formative Assessment Diagram

Instructional Intervention vs. Accommodation

Colorado Multi-Tiered Model of Instruction & Intervention

Step 2: Learn About Accommodations and Assessments

Purpose of Instructional Accommodations

Definition of Terms

Accommodation/Modification Comparison Chart

Description of Accommodation Categories

Presentation

Response

Setting and Environmental

Timing and Scheduling

What Does the Research Say?

Step 3: Select and Document Accommodations

Selection Process Considerations

Student Characteristics

Guiding Questions

Involving the Student in Selecting, Using and Evaluating Accommodations

Analyzing Instructional and Assessment Tasks

Compare Accommodations for Instruction with Accommodations for Assessment

Consider Nonstandard Accommodation Requests

Accommodation Selection Tools

Student Characteristics Charts

Accompanying Tables (A-N) – Frequently Used Accommodations Arranged by Disability-Specific Categories

Glossary of Instructional Accommodations Chart

Documenting Accommodations

Formal Plan for Students with a Documented Need



**Section 504 Plan
Individual Education Program (IEP)
“Golden Thread” Diagram**

Step 4: Implement Accommodations During Instruction and Assessment

Accommodations Used During Instruction

Appropriate/Inappropriate Practices Chart
Preparing Students for Assessments
Ethical/Unethical Practices Chart

Step 5: Evaluate and Monitor the Use of Accommodations

Questions to Guide Evaluation at the Student Level

Data Gathering Tools
Evaluation of Accommodation Use Data Collection Sheet
Infused Skills Grid (PEAK resource)

Postsecondary Implications

Postsecondary and Workforce Readiness
Documenting Accommodations in the Student’s IEP and Transition Plans

Section III: Frequently-Used References and Tools

Most of the reference Tools listed below are discussed in Sections I and II, but are also provided here for ease of access and printing. Click on the title to access the pdf version for printing.

1. **Consideration When Making Decisions for Instructional Accommodations**
2. **Student Characteristics Charts**
3. **Tables A-N: Instructional Accommodations Linked to Student Characteristics**
 - Table A: Vision
 - Table B: Hearing
 - Table C: Fine Motor
 - Table D: Communication
 - Table E: Reading
 - Table F: Writing
 - Table G: Mathematics
 - Table H: Physical/Motor
 - Table I: Attention Deficit
 - Table J: Auditory Processing
 - Table K: Setting / Environment
 - Table L: Timing and Scheduling
 - Table M: Traumatic Brain Injury
 - Table N: Autism Spectrum Disorder



4. Alternate Academic Achievement Standard and Alternate Assessment Eligibility Participation Guidelines Worksheet and
5. Companion document: Participation Guidelines
6. Companion document: Participation Guidelines – Prints in Booklet Format
7. Glossary of Instructional Accommodations Chart
8. Parent Input for Accommodations
9. Accommodations from the Student’s Perspective
10. Dos and Don’ts When Selecting Accommodations
11. Accommodation Use in the Classroom
12. Evaluation of Accommodation Use Data Collection Sheet
13. Infused Skills Grid (PEAK resource)
14. After-Test Accommodations Questions

Section IV: Using Technology to Access Instruction

Preparing for Computer –Based Testing Through Multi-modal Instruction

- Computer-based Testing
- The Role of Computer Technology
- Technology for Students with a Disability
- Using Technology to Access Content
- Using Technology to Differentiate by Process
- Using Technology to Differentiate by Product
- Using Technology to Differentiate by Environment

Assessing Student Proficiency with Technology Features

- Example: Kentucky Technology Skills Checklist for Online Assessment
- Example: Elementary Technology Literacy Guide – Plano, Texas

References for the Technology Section



Acknowledgements

2014-15 Eighth Edition of the ***Colorado Instructional Accommodations Manual*** is aligned with the work of:

The Council of Chief State School Officers (CCSSO), 2011 Edition Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities; and a contributing report, *Improving Accommodations Outcomes: Monitoring Instructional and Assessment Accommodations for Students with Disabilities* (Christensen, Thurlow and Wang, June 2009) However, additions have been made for Colorado state policy and procedures

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Visit CCSSO's website for more resources: <http://www.ccsso.org>

Assessing Special Education Students (ASES) ***State Collaborative on Assessment and Student Standards (SCASS)***

The State Collaborative on Assessment and Student Standards, Assessing Special Education Students ASES SCASS group addresses the inclusion of students with disabilities in large-scale standards, assessment, and accountability systems and the effects of these systems on related educational reform efforts. Throughout this 2014-15 edition of the ***Colorado Instructional Accommodations Manual***, attention has been given to addressing issues related to providing accommodations on technology-based platforms. Educators are strongly advised to evaluate and implement computer-based instruction for students since the new generation of state assessments now include online delivery.

With thanks to the following CDE staff for their support and contributions:

Tanni Anthony, Visual Impairment/ Deaf-blind
Director of Access, Learning, and Literacy Team, ESSU
Gina Quintana, Significant Support Needs/Deaf-blind
Ruth Mathers, Deaf Education
Candy Myers, Intervention / Specific Learning Disability
Alyssa Pearson, Accountability and Data Analysis
Standards and Instruction, Content Area Specialists
Fran Herbert, Culturally and/or Linguistically Diverse
Jacquelin Medina, Gifted Education
Becky Dancer, Secondary Transition
Melinda Graham, Autism Spectrum Disorder
Brooke Carson, Autism Spectrum Disorder
Tami Cassel, Speech and Language
Heather Hotchkiss, Brain Injury
Julia Wigert, School Psychology
Maureen Melonis, Assistive Technology
Kathy Patrick, Health and Wellness
Tesia Swanstrom, Program Assistant
Kelli Roark, Webmaster

CDE Contacts

For questions related to the topics listed below:

- Colorado Academic Standards and Extended Evidence Outcomes/Extended Readiness Competencies
- Standards-aligned IEPs for students on grade-level and alternate standards
- Instructional accommodations and adaptations for students with a disability

The guidance in this manual applies to the instruction of students with documented needs, including students with a disability, who receive instruction based upon the Colorado Academic Standards and participate in large-scale assessments.

Linda Lamirande

Exceptional Student Services Unit

Lamirande L@cde.state.co.us

303-866-6863

- Participation requirements for alternate standards and assessments
- DLM Professional development for instruction- English language arts and mathematics
- 11th Grade Alternate Assessment for the Colorado ACT

Mira Monroe

Special Education Specialist

Assessment Unit

Monroe M@cde.state.co.us

303-866-6709

For questions related to the topics listed below:

Colorado Measures of Academic Success (CMAS) Assessment Accommodations

- English Language Arts and Mathematics (PARCC)
- Science and Social Studies

Colorado Alternate (CoAlt) Assessment

- English Language Arts and Mathematics (DLM)
- Science and Social Studies

Introduction

The purpose of the 2014-15 *Colorado Instructional Accommodations Manual: A Guide to the Selection and Implementation of Accommodations for Students with a Disability* is to

- provide decision-making guidance for all types of educational teams, the personnel of which may include administrators, general education teachers, special education teachers, gifted education educators, school psychologists, speech and language pathologists, related service personnel, and paraeducators who are working in collaboration with families to design and provide effective educational plans for students
-
- set forth participation guidelines for students who have a significant cognitive disability to receive instruction based on alternate academic achievement standards and be evaluated with alternate academic achievement standards
-
- offer suggestions and resources for instructional adaptations based on student characteristics which are intended to provide access to the general curriculum for all students who have a documented need, including students with a disability
-



The use of accommodations moves us one step closer to ensuring that EVERY student in Colorado has a fair and equal opportunity to learn by receiving standards-based instruction and to demonstrate mastery.

Accommodations for Use during Classroom Instruction and Classroom / District Assessment

What are Accommodations?

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability.

Responsibilities of Educational Teams

In the State of Colorado, all students who have a documented need, including students with an identified disability, can be afforded an appropriate instructional accommodation. In order to preserve test validity, not all instructional accommodations are allowable for use on state summative assessments. However, that is not a valid reason for an educator to refrain from using an effective accommodation during initial instruction. As the student becomes proficient, the use of some accommodations may be used with lessening frequency.

All accommodations used for assessment must be used routinely in instruction and evaluated periodically for effectiveness.

The stipulations for providing an accommodation are:

- the determination of need for a student must be made on an individual basis
- accommodations are documented in a formal plan
- accommodations are evaluated regularly for effectiveness
- the accommodation is routinely used for both instruction and assessment according to the guidelines set forth in this manual

Documenting Decisions in a Formal Plan

Educational teams have the decision-making responsibility and authority to select instructional academic achievement standards and appropriate accommodations for assessments based on evidence provided by educational, medical and/or mental health professionals. Various types of teams may be assembled to consider a student's educational needs. All decisions will be made and documented in a formal plan according to applicable local, state, and federal guidelines.

The role of the educational team is to thoughtfully determine and document appropriate accommodations needed for instruction and assessment. The title, function, policies, and procedures of these educational teams will be defined by the district, and for some students, in accordance with state and federal law.

Formal educational plans may be referred to by different names in some districts and may include, but are not limited to:

- [English Language Acquisition \(ELA\) Plan](#) – developed for students who have a native or home language other than English
- [Individual Literacy Plan \(ILP\)](#) - provides in-school instructional time for the development of the pupil's reading readiness or literacy and reading comprehension skills
- [Intervention \(RtI\) Plan](#) – a plan to target specific skills that require remediation
- [Advanced Learning Plan \(ALP\)](#)- a plan developed to determine and monitor individual gifted education programming that includes academic and affective goals and post-secondary/career readiness
- **School or district document** kept in the student's cumulative record
- [Section 504 Plan](#) / **Individual Accommodation Plan (IAP)**
Students who are served under Section 504 of the Rehabilitation Act of 1973 will have a 504 Plan or Individual Accommodation Plan (IAP), as defined by district policy and procedure.
- [READ Plan](#) - addresses the reading instruction needs of all K-3rd grade students who are found to have an SRD

- **Individualized Education Program (IEP)** for students eligible to receive special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

Students who are referred, evaluated and determined to be eligible using established eligibility criteria to receive special education services (IDEA) will have an Individualized Education Program (IEP) developed by an IEP Team. Note: Only students who are eligible to receive special education services, have an IEP, and meet participation requirements as a student with a significant cognitive disability may qualify to receive instruction based on alternate academic achievement standards and take alternate assessments based on alternate achievement standards. All other students receive instruction based upon the grade-level academic achievement standards and take assessments based on grade-level academic achievement standards, with or without accommodations.

All educational teams will develop a formal plan that documents the student's qualification and need for an accessibility feature and/or accommodation and states how the accommodation will be implemented during instruction and assessment. (The plan may not simply be a teacher's lesson plan book.) The decisions made regarding accommodations must be transparent and designed by a team of educators, including the parents. Parents should sign the formal plan in order to show they are aware of the need, benefit and consequences of their student receiving an accommodation.

Prerequisite Considerations:

- Has the student had access to grade-level content?
- Has the student had evidence-based instruction
- Was instruction provided by a highly qualified teacher?

Evidence-Based Instruction has been defined as "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Whitehurst, 2002, slide 2). At its core, evidence-based instruction simply means that the program, methodology, and/or practice have records of success. In other words reliable and valid evidence indicates that the intervention works.

<http://www.reed-institute.com/Article2Evidence-Based.pdf>

If the answer to any of the guiding questions is "No," then the educational team should address access considerations and continue to apply grade-level achievement standards and evaluate response to intervention. If the answer to all three questions is "Yes", then consider the guiding questions and procedures outlined below.

Considerations for Instructional Accommodations

To ensure that all students are engaged in standards-based instruction, the members of every educational team shall be guided by applicable state and federal policies. Furthermore, the team should consider the following:

- What are the student's characteristics as a learner?
- How can access to grade-level standards be ensured regardless of a disability or language barrier?
- What types of instructional tasks are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent "golden thread" or supporting body of evidence that connects the student's characteristics and needs with accommodations? Are accommodations documented in a formal plan or standards-aligned IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really NEED the accommodation?
- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are not intended for convenience or just "to do better."
- Does the student demonstrate willingness to consistently use the accommodation?

Educational Team Considerations for Instructional Accommodations

Student Characteristics

- What are the characteristics of the student?
- Has the student indicated preference in using an accommodation?
- Has a parent or other staff member had input on accommodations?
- Does the student need or use the same accommodations for classwork as on class assessments?

Classroom Instruction and Assessment Tasks:

- What instructional tasks are required of students?
- Are there barriers for the student in showing progress or achievement in what an assignment or assessment is designed to measure with regard to the standards?
- Are instructional tasks the same as classroom assessment tasks in type and purpose?
- Are there accommodations that could facilitate access to the general curriculum for instruction?
- What accommodations are needed for state assessment?

Classroom Accommodation Policy:

Consistency with IEP

- Are accommodations documented in the student's IEP being provided, routinely used, and evaluated for both instruction and assessment?
- Are the accommodations included in a standards-based IEP consistent with the student's designated academic achievement standard?

Guidelines for Determining Eligibility for Accommodations

Culturally and/or Linguistically Diverse Learners

When learners who are Culturally and/or Linguistically Diverse (CLD) are referred for special education evaluation, it is necessary to use caution so as not to discriminate because of language or cultural differences.

As a child moves through the Special Education referral process, this CDE *Fast Facts* document provides a framework for considering the relationship of culture and language to a possible disability:

Critical Questions about the Special Education Process for Culturally and/or Linguistically Diverse Learners (pdf)

www.cde.state.co.us/cdesped/download/pdf/FF-CLD.pdf

Accommodations for ELLs:

- www.cde.state.co.us/cde_english/download/Resources-Links/ELL%20GUIDE%20OVERVIEW%202008.pdf
- For more information related to English Learners, please see the CDE Language, Culture and Equity webpage: www.cde.state.co.us/cde_english/elau_pubsresources.htm
- The *Can-Do Descriptors for WIDA Levels of English Language Proficiency* can be found on this webpage: www.cde.state.co.us/cdesped/CLD.asp

Students Identified as Gifted Who Have a Disability

Gifted students with disabilities are at-risk because their educational and social/emotional needs often go undetected. The resulting inconsistent academic performance can lead educators to believe twice-exceptional students are not putting forth adequate effort. Hidden disabilities may prevent students with advanced cognitive or creative abilities from developing their academic, arts, or leadership area of strength. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues.

When lessons and assignments promote concept learning, higher order thinking skills and offer multiple ways to demonstrate learning, twice-exceptional students (2x) are more likely to demonstrate performance in strength areas.

A collaborative effort between classroom teachers, special educators, gifted educators, and parents is needed to program for twice-exceptional students and implement instructional strategies to meet their diverse needs. It is essential that the disabilities are identified early so appropriate interventions can be provided at optimum times. Unfortunately, the struggles of many twice-exceptional students go unnoticed for many years, resulting in learning gaps and undeveloped potentials.

For information and ideas for accommodations and differentiated instructional strategies for 2X Students, visit the CDE website: www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf

Students Identified as Gifted

For students identified as gifted, there are a small number who may significantly struggle with learning commensurate with their ability. It is important to recognize that significant learning difficulties may exist in gifted students. The student may display one or more skill weaknesses compared to strengths or ability. A few gifted students require a 504 Plan or may have difficulties like, sensory integration, auditory or visual processing, dyslexia, autism spectrum manifestations and intense social-emotional needs. These gifted students may or may not be on grade level, yet are at-risk for school failure. Given these issues, the gifted student may not be determined with a federally named disability, yet the learning difficulty interferes with learning. It is the determination of the ALP Team, including parental engagement, and other appropriate professionals as invited by

the team to determine if the issue interferes with learning and requires accommodations in the advanced learning plan.

Students with a Disability Served Under *Section 504 of the 1973 Rehabilitation Act*

Section 504 provides certain rights to individuals with disabilities and protection against discrimination in federally funded programs and activities. Section 504 states the following:

No otherwise qualified individual with a disability ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance ...29 U.S.C. § 794(a).

In school settings, Section 504 legislation guarantees and protects a student with a disability who may not otherwise demonstrate evidence of educational need for specialized instruction. Students served under Section 504 have a formal plan, but do not have an IEP developed for the provision of services under Special Education (IDEA). However, these students are still considered to be individuals with disabilities and are entitled to necessary accommodations to lessen the impact of the disability in educational settings. The legal definition of a student with disabilities is much broader under Section 504 than it is under IDEA. An important part of the 504 Plan developed by a school for a student with a disability is often the documentation of accommodations that the student can utilize during instruction and on assessments.

For more information on Section 504, please refer to: www.cde.state.co.us/cdesped/504Info.asp

- Section 504 is enforced by the Office for Civil Rights (OCR). OCR can be contacted by calling (303) 844-5695.
- The School District is responsible for the implementation of Section 504. For more information contact the Section 504/ADA Coordinator for your District.

Special Education Eligibility Categories

House Bill 11-1277 amended the *Exceptional Children's Education Act* (ECEA) to align Colorado's eligibility categories with corresponding federal terms, requirements and/or terminology used in the field. The legislation was passed in May 2011. The State Board of Education (SBE) adopted the definition changes into ECEA Rules on September 12, 2012, following stakeholder work and two public-comment periods. The new disability category and eligibility language went into effect on October 30, 2012. Following separate legislation, the new category and criteria for *Child with a Developmental Delay* went into effect on March 2, 2013. All administrative units must use the revised eligibility category labels, definitions, and criteria for every child identified with a disability by July 1, 2016.

There are 13 disability categories for school-age learners and one specific to infants and toddlers. Three of the disability categories did not change their titles; the remaining 11 have title changes per alignment with the federal IDEA definitions.

Two broad existing categories (*multiple disabilities* and *physical disability*) were further divided into new categories. Deaf-blindness is now a self-standing definition and not merged within the category of multiple disabilities. Traumatic Brain Injury, Autism Spectrum Disorders, Orthopedic Impairment, and Other Health Impaired are now four distinct definition categories instead of falling under the former category of Physical Disability. The following chart shows the names of each of the 13 disability categories.

Disability Categories Prior to HB11 1277	New Disability Categories
Infant /Toddler with a Disability	Infant /Toddler with a Disability
Hearing Disability	Hearing Impairment, including Deafness
Multiple Disabilities	Multiple Disabilities
Multiple Disabilities	Deaf-Blindness
Physical Disability	Autism Spectrum Disorder
Physical Disability	Orthopedic Impairment

Physical Disability	Other Health Impaired
Physical Disability	Traumatic Brain Injury
Preschool Child with a Disability	Developmental Delay *
Significant Identifiable Emotional Disability	Serious Emotional Disability
Specific Learning Disability	Specific Learning Disability
Significant Limited Intellectual Disability	Intellectual Disability
Speech or Language Impairment	Speech or Language Impairment
Visual Disability	Visual Impairment, including Blindness

* The HB11-1277 legislation changed “Preschool Child with a Disability” to “Preschooler with a Disability” but since the bill passage, the 2012 Colorado legislature passed a new bill to change the definition category of Preschooler with a Disability to a child with **Developmental Delay**. This new definition is being rolled into the rulemaking process for the other 13 definitions.

For questions, please contact Tanni Anthony: 303-866-6681

IEP Team Decision-Making Process

Clarifying the IEP Team’s Role

To write an effective IEP for a child with a disability, parents, teachers, other school staff—and often the child—must come together at a meeting to look closely at the child’s unique needs. These individuals combine their knowledge, experience, and commitment to design an educational program that must help the child to be involved in, and progress in, the general education curriculum—that is, the same curriculum as for children without disabilities. The IEP guides the delivery of special education and related services and supplementary aids and supports for the child with a disability. Without a doubt, writing—and implementing—an effective IEP requires teamwork.—National Dissemination Center for Children with Disabilities (NICHCY) <http://nichcy.org/schoolage/iep/team>

Access to the General Curriculum

The central responsibility of the IEP Team is to consider how a student with a disability will participate in instruction and assessment by utilizing various types of interventions, accommodations, and/or modifications that will afford the student any support needed for educational success. The IEP Team will consider all evaluative evidence to determine eligibility for services and academic achievement standards. IEP Team considerations are documented in an Individual Education Program (IEP) It is highly important for the IEP Team’s decisions to be communicated to all necessary campus personnel. It is frustrating for parents and embarrassing to students when teachers are not knowledgeable about accommodations the student is to receive.

Participation in state/district assessments

Since the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA, 1997), all students with disabilities must be included in state and district assessments. The IEP Team determines how a student will participate in a statewide assessment, but not whether the student will participate. All students who meet the participation guidelines as a student with a significant cognitive disability and who are unable to participate in the grade-level assessment, even with accommodation, must be provided with an alternate assessment based on alternate academic achievement standards, (sometimes abbreviated as AA-AAS). If the student meets the participation requirements, then all assessment is taken in the alternate format.

Educational teams are encouraged to use these optional tools in the decision-making process. The Participation Guidelines Worksheet and companion clarifying document below are provided to facilitate discussion and document the IEP Team’s decision-making process for choosing instruction based on alternate academic achievement standards and evaluating student performance with an alternate assessment based on alternate academic achievement standards.

(See Section III: Tools for printable documents)

- **Alternate Academic Achievement Standard and Alternate Assessment Participation Guidelines Worksheet**
- **Companion Clarifying Document for the Participation Guidelines**
 - **Companion document--prints in booklet format**

IEP Teams must consider and document a student's eligibility:

- as a student with a significant cognitive disability (See Intellectual Disability Eligibility Checklist)
- to receive instruction on alternate academic achievement standards and
- to participate in alternate assessments based on alternate academic standards

For questions about eligibility for alternate academic achievement standard and alternate assessment based on alternate academic achievement standards, contact CDE ESSU consultant, Linda Lamirande 303-866-6863.

Alternate Standards and Assessment Participation Guidelines Worksheet

* For further clarification of terms used in this worksheet, please refer to the companion document
Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment

<p style="text-align: center;">Criterion #1:</p> <p style="text-align: center;">The student has been evaluated and determined to be eligible to receive special education services and has an IEP.</p>	<p>Response:</p>
<p><input type="checkbox"/> Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input type="checkbox"/> Is a current Individualized Education Program (IEP) in place or being developed for the student?</p>	<p><input type="checkbox"/> No. Stop here. The student must meet Special Education <i>Determination of Eligibility</i> criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp</p> <p><input type="checkbox"/> Yes. If both elements can be affirmed, continue to Criterion #2.</p>
<p style="text-align: center;">Criterion #2:</p> <p style="text-align: center;">The student has documented evidence of a cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> During the process of determining eligibility for a student to receive special education services, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?</p>	<p><input type="checkbox"/> No. Stop here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.</p> <p><input type="checkbox"/> Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3.</p>
<p style="text-align: center;">Criterion #3:</p> <p style="text-align: center;">The student has a <u>significant</u> cognitive disability.</p>	<p>Response Options:</p>
<p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations and</p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability*.</p>	<p><input type="checkbox"/> Yes. Both elements affirm that the student's evaluated performance falls within range of the most significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments.</p> <p>Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.</p> <p style="text-align: center;">Continue to 4B to select <u>alternate</u> standards-based instruction and appropriate alternate assessment.</p> <hr/> <p><input type="checkbox"/> The documented evidence supports the existence of a significant cognitive disability. However, the IEP Team determines that with appropriate adaptations (supports and accommodations), the student will receive daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. (The student then does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.)</p> <p style="text-align: center;">Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</p> <hr/> <p><input type="checkbox"/> Yes. Although the documented evidence supporting the existence of a significant cognitive disability does not fall into the lower ranges, the IEP Team has considered the impact and severity of the disability along with other related factors in order to determine that the student qualifies to receive modified daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.</p> <p style="text-align: center;">Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</p>

Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.

Tested Content Areas	4A Instruction and Assessment based on Grade-Level Academic Achievement Standards (Grade-level Expectations / Evidence Outcomes)	4B Instruction based on Extended Evidence Outcomes (EEOs) and *Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)
Reading/ Writing (ELA) Math Social Studies Science	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> nonstandard request- pending approval by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards <input type="checkbox"/> Alternate State Summative Assessments Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations <input type="checkbox"/> Colorado ACT <input type="checkbox"/> with allowable accommodations for use on the ACT assessment	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12) <input type="checkbox"/> 11 th Grade Alternate Assessment for Colorado ACT
Dual Assessment	*Dual Assessment is NOT an option beginning with the 2014-15 school year. If a student meets the participation guidelines to receive instruction on alternate standards and take alternate assessment based upon those alternate standards, then ALL tested content areas or other state-mandated assessments (e.g., ACT) required for the student's enrolled grade level, will be ALTERNATE assessments.	
Exclusionary Factors: The IEP Team affirms <ul style="list-style-type: none"> <input type="checkbox"/> that annual assessment data was reviewed for each content area and <input type="checkbox"/> the decision for participation in the Alternate Assessment is NOT based on: <ol style="list-style-type: none"> 1. A disability category or label 2. Poor attendance or extended absences 3. Native language/social/cultural or economic difference 4. Expected poor performance on the grade-level assessment 5. Services student receives 6. Educational environment or instructional setting 7. Percent of time receiving special education 8. English Language Learner (ELL) status 9. Low reading level/academic level 10. Anticipated student's disruptive behavior 11. Impact of student scores on accountability system 12. Administrator decision 13. Anticipated student's emotional duress 		
IEP Team Consensus: (Record decision on IEP Form) <input type="checkbox"/> Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic achievement standards and participate in alternate assessment as indicated above.		
* For further clarification of terms used in this worksheet, please refer to the companion document <i>Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment</i>		

See Section III: Tools for a printable copy.

This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.



Evaluation and Determination of Eligibility for Special Education

When a child is referred for special education services, the school district will use "...a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent..." to build the body of evidence to define a student's characteristics as a learner. The IEP Team will review the evaluation data and follow the [Determination of Eligibility Checklists](#) to document the student's eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented. (20 U.S.C. 1414(b)(2)(A).

Cognitive Disability

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student's needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation.

Significant Cognitive Disability

While the [*Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance*](#) issued by the U.S. Department of Education in August 2005 states that alternate achievement standards are intended for "...students with the most significant cognitive disabilities." (p.6) there is no federal definition or single method of determining the most "significant cognitive disability"

In Colorado, [ECEA Guidelines for Eligibility](#) outline the [eligibility criteria](#) for the disability categories. The Intellectual Disability checklist outlines the criteria for significant cognitive disability. [Guidelines for the Determination of Eligibility for a Child with an Intellectual Disability or Multiple Disabilities](#) also provides guidance in determining significant cognitive disability.

Since the impact of having an intellectual or cognitive disability varies considerably, just as the range of abilities varies considerably among all people, the **designation of "the most significant cognitive disability" is left to the professional judgment of the school psychologist and other professionals contributing to the body of evidence gathered during the evaluation and considered by the IEP Team.** Generally, such students can be characterized as having intellectual functioning **well below average** (typically associated with cognitive measures indicating an IQ below 55, / 3.0 standard deviations or more below the mean) that exists concurrently with deficits in adaptive functioning. This reference is only offered to help distinguish between students who meet eligibility criteria to receive special education services as a student with an Intellectual Disability and students with the most significant cognitive disability. The words "*typically associated with IQ below 55*" allow for some district/school flexibility; **it is not intended to be an absolute requirement.** For students with IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability must be taken into account when considering the selection of alternate academic achievement standards and assessment.

IEP Team decisions must be based upon

- unique abilities and needs of each individual student

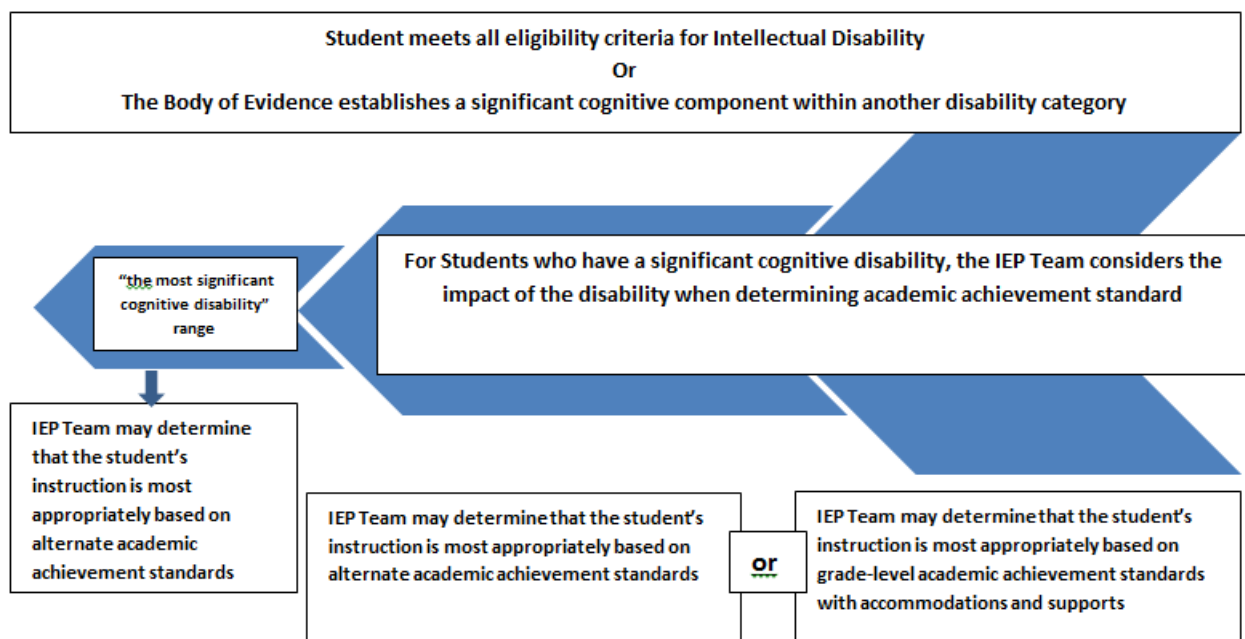
- impact of the disability on educational performance
- professional judgment, supported with a collected body of evidence to support the existence of a cognitive disability that falls within the **significant cognitive disability** range, either as the primary condition, or a secondary component.

Neither the special education disability category nor a given standardized IQ score can be the sole factor considered when determining instructional standards and participation in assessment. In other words, the disability category of *Intellectual Disability* itself or an IQ score below 70 **does not automatically** qualify the student to receive instruction based on alternate standards or to take an alternate assessment based on alternate academic achievement standards. Some disability categories have eligibility criteria that may inherently exclude significant cognitive disability, (Serious Emotional Disability, Specific Learning Disability, or Speech or Language Impairment for example.)

It is the existence of the significant cognitive disability, regardless of a certain disability category, that allows the IEP Team to consider the option of alternate standards and assessment.

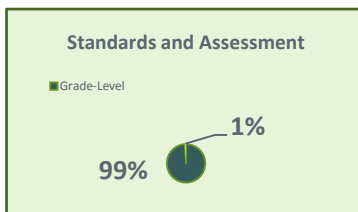
Consideration of Alternate Standards for Instruction and Assessment

(Reads right to left – beginning at 2 SD below the mean)



Not all students who have a significant cognitive disability will require instruction based on alternate standards and take alternate assessment based on alternate academic achievement standards.

Naturally, it will be a relatively small number of students who have a significant cognitive disability that will meet the participation guidelines to receive instruction based on the EEOs and take alternate district/state assessments based on alternate academic achievement standards. **However, the number of students who meet the participation guidelines is not limited, nor can it be administratively determined.**



Instructional Standards

The [Colorado Academic Standards](#) clearly delineate what students (PK-12) are expected to learn in each subject and grade, with each grade level building to the next, to ensure all Colorado students have the academic knowledge and skills needed to be successful in college and career. The updated standards are focused and rigorous, articulating the prepared graduate competencies and the points of mastery at each grade level that lead to college and career readiness.

Alternate Academic Achievement Standards

On August 3, 2011, the State Board of Education adopted the [Extended Evidence Outcomes \(EEOs\)](#) as alternate standards in Mathematics, Science, Social Studies and Reading /Writing/Communicating for students with a significant cognitive disability. These alternate expectations are directly aligned to the grade level expectations for all students.

Measurable Goals and Objectives

In the IEP, annual goals are based on enrolled grade-level standards and outline the specially designed instruction and related services the IEP Team has identified to meet the most critical needs for the student. If a student meets participation guidelines for alternate standards and assessment, the IEP must include measurable annual goals **and** objectives for the tested academic areas which align with the PLAAFP statement. Goals that are functional, or non-academic, are used to teach skills students need in order access the general curriculum and benefit from specialized instruction. Many functional goals can be referenced to the CAS Comprehensive Health & P.E. standards. However, in some instances, functional goals may not have a specific standards reference (e.g., orientation and mobility)

Accommodations

The IEP Team is responsible to document accessibility features, personal needs and preference, and accommodations used in instruction, as well as any accommodations needed for district/state assessment. Accessibility features are available to all students and are technically not considered to be accommodations. However, in order to ensure that students with a disability receive direct instruction in the use of the various features and are provided with ample opportunity to develop sufficient fluency to independently activate the tools, it is recommended that they be included in the instructional accommodation section. (See the [Colorado Instructional Accommodation Manual](#) , [PARCC Accessibility Features and Accommodations Manual](#) and the [Colorado Measures of Academic Success Science and Social Studies Manual](#) for more information.)

Participation in Assessment

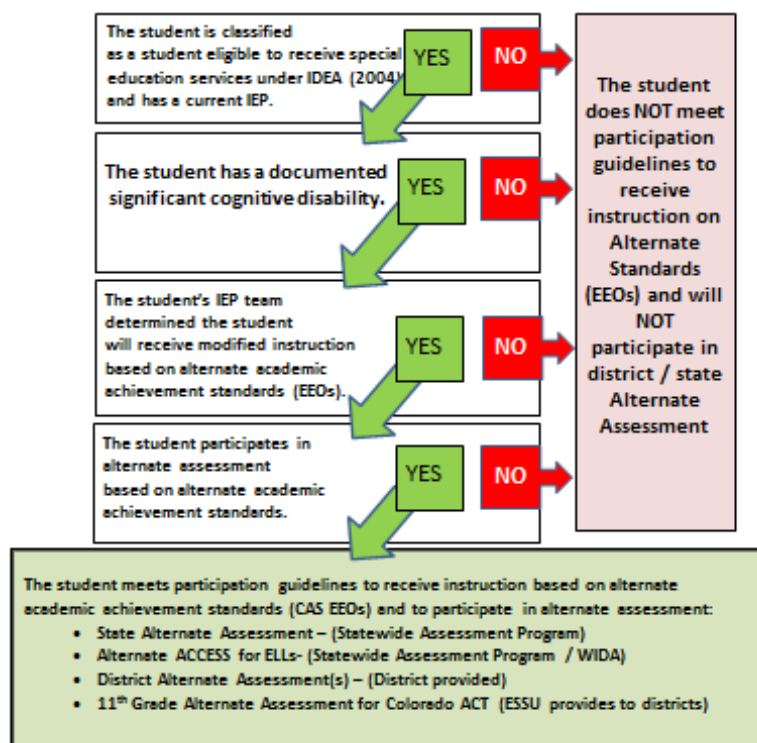
The IEP Team determines how individual students participate in assessment programs, not whether they participate. Federal law clearly includes all students in assessment and accountability. Since instruction drives assessment, it is the instructional standard that determines assessment. If evidence of a significant cognitive disability is documented, then the IEP Team will consider the educational impact of the disability to determine the appropriate academic standard for instruction.

- The IEP Team may choose grade-level instructional standards with/without appropriate accommodations. In that case, the student will participate in grade-level classroom/district/state assessment with or without accommodations.

OR

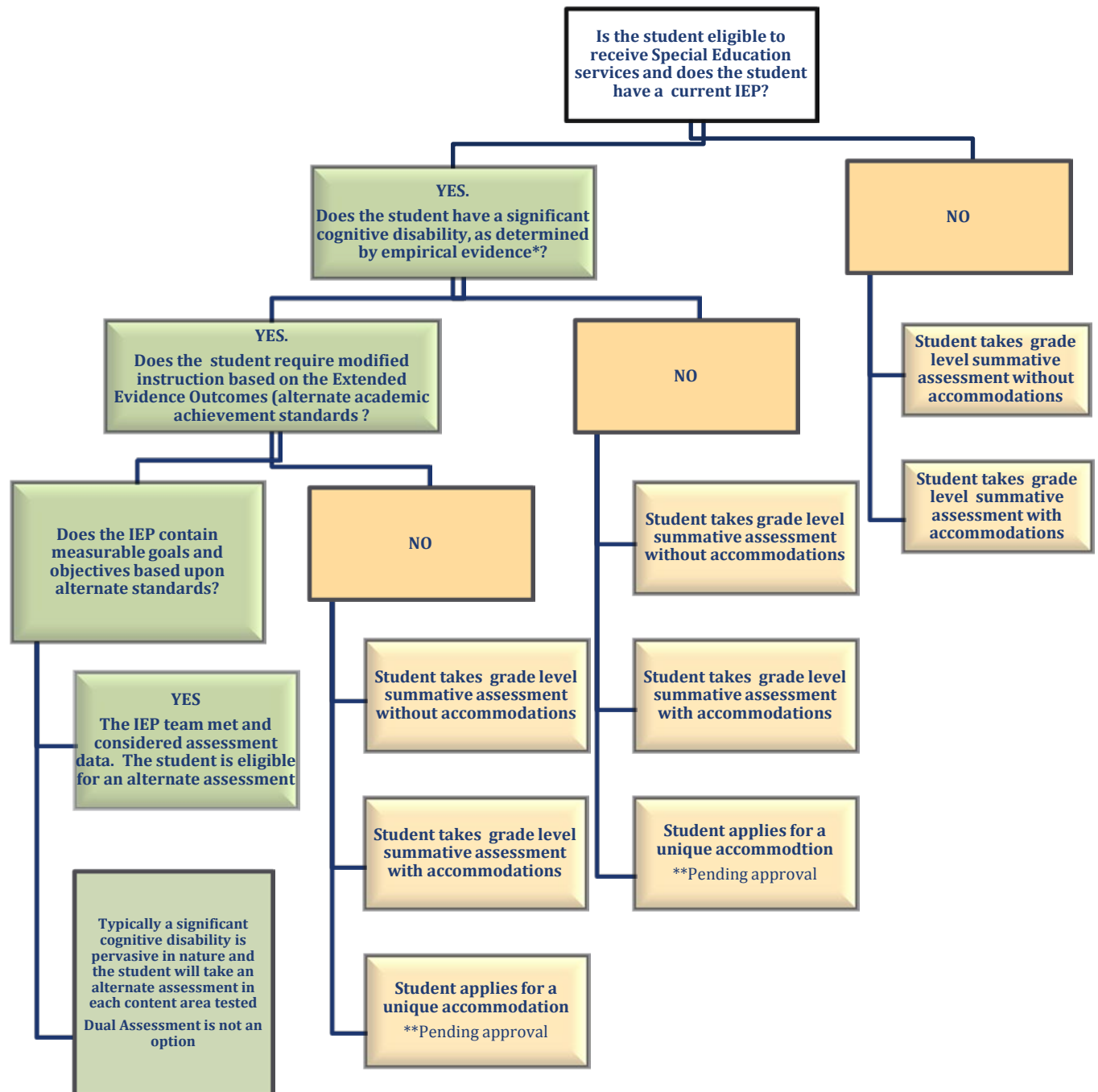
- If the body of evidence supports the existence of a significant cognitive disability, the student may receive instruction based on alternate academic achievement standards and will participate in alternate classroom/district/state assessment that is based upon alternate academic achievement standards

Alternate Standards for Instruction and Alternate Assessment Decision-Making Tree



(1) Accommodations within the general education curriculum were considered;
 (2) The decision to provide instruction and assessment based on alternate standards is NOT primarily due to social, cultural, or economic factors;
 (3) The student's achievement is more appropriately measured against alternate achievement standards (EEOs) rather than typical age or grade-level standards.

Decision-Making Process Flow Chart



*Empirical Evidence may include, but is not limited to, standardized educational testing, professional evaluation data, and evaluation instruments deemed valid by the professional field.

** **"Pending approval"** is to be documented in the assessment accommodation section of the IEP for unique accommodation requests. See [PARCC Accessibility Features and Accommodations Manual](#)

Federal and State Laws Requiring Participation by Students with a Disability

Several important laws require the participation of students with a disability in standards-based instruction and assessment initiatives. These include federal laws such as the Reauthorization of the *Elementary and Secondary Education Act* (ESEA), and the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA).

Reauthorization of the Elementary and Secondary Education Act (ESEA)

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students. ESEA § 1111 (b)(3)(C)(i), *codified at* 20 U.S.C. § 6311(b)(3)(C)(i). (The term “such assessments” refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities (*see* IDEA § 602(3), *codified at* 20 U.S.C. § 1401(3)) necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards. ESEA § 1111(b)(3)(C)(ii).

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

... a State’s (or in the case of district-wide assessments, an LEA’s) guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I . . . a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA.

U.S. Department of Education, Improving the Academic Achievement of the Disadvantaged; Individuals with Disabilities Education Act, 72 Fed. Reg. 17750 (April 9, 2007).

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education;
- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

Individuals with Disabilities Education Improvement Act of 2004 IDEA

IDEA (and its Colorado counterpart, the Exceptional Children’s Educational Act, or ECEA, C.R.S. §§ 22-20-101-206) specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child’s unique needs. IDEA requires the participation of students with disabilities in state- and district wide assessments. Specific IDEA requirements include the following:

- Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary (IDEA § 612(a)(16)(A); 34 C.F.R. § 300.160; C.R.S. §§ 22-7-409(1.2)(d)(I) and 22-7-409(5)(A));
- The term “individualized education program” or “IEP” means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes “a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed.” (*Id.*, § 614(d)(1)(A)(V) and (VI); 34 C.F.R. § 300.320(6); ECEA Rule 4.03(5).)

Section 504 of the Rehabilitation Act of 1973

Section 504 is the part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as disabled.

Section 504 states: "No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

Policies and procedures related to serving students under Section 504 are district-determined.

Section II:

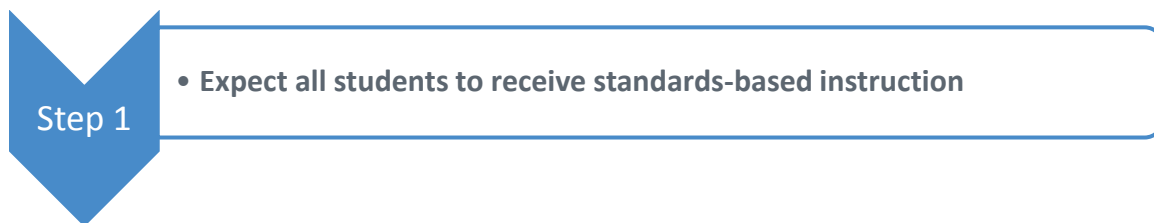
Overview of the Accommodation Selection and Implementation Process

The Five-Step Process

The *Colorado Instructional Accommodations Manual* presents a Five-Step Process for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- accommodations are provided in order for students to **gain access** to instruction and assessments
- accommodations or modifications are provided to **qualified students**
- clear documented **evidence** exists to support the use of accommodations in instruction and assessments



Standards-based Education for All Students

Colorado Academic Standards

The [Colorado Academic Standards](#) clearly delineate what students (PK-12) are expected to learn in each subject and grade, with each grade level building to the next, to ensure all Colorado students have the academic knowledge and skills needed to be successful in college and career. The updated standards are focused and rigorous, articulating the prepared graduate competencies and the points of mastery at each grade level that lead to college and career readiness. The Colorado Academic Standards (CAS) are educational targets outlining what students are expected to learn at each grade level.

With the focus of federal and state legislation aimed at improving student outcomes, accountability, and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Teachers design instruction for students with a disability to work toward grade-level content standards by using a range of differentiated instructional strategies based on the varied strengths and needs of students. For students with documented needs, including students with a disability, accommodations are provided during instruction and assessments to help promote equal access to grade-level content.

To accomplish this goal of equal access:

- every IEP Team member must be familiar with the Colorado Academic Standards and Extended Evidence Outcomes, content standards, and accountability systems at the state and district level
- every IEP Team member should know where to locate standards and updates
- collaboration among parents and both general and special educators must occur for successful student access

All students with documented needs, including students with a disability, can work toward grade-level academic content standards, and most of these students will be able to achieve the regular academic achievement standards when the following three conditions are met:

- Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners
- Standards-aligned IEPs for students with a disability are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”)
- Appropriate accommodations are provided to give students the opportunity to *access* grade-level content

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards (CCSS) for English language arts and mathematics. In Colorado, the Common Core State Standards are embedded within the Colorado Academic Standards (CAS), which also include 21st Century Learner Skills, Post-secondary Workforce Readiness, and the Extended Evidence Outcomes/Extended Readiness Competencies (alternate academic achievement standards).

Alternate Academic Achievement Standards - Extended Evidence Outcomes/Extended Readiness Competencies

An alternate achievement standard is “an expectation of performance that differs in complexity from a grade-level achievement standard” (68 F.R. 68698, 68699). It must be “aligned with the State’s academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible” (34 C.F.R. §§ 200.1(d)(1)-(3))

On August 3, 2011, the State Board of Education unanimously adopted the [Extended Evidence Outcomes \(EEOs\)](#) as part of the Colorado Academic Standards. These alternate academic achievement standards for Reading/Writing/Communicating, Mathematics, Science and Social Studies are directly linked to the grade level expectations within the Colorado Academic Standards, and are designed to appropriately meet the needs of students with a significant cognitive disability.

The Extended Readiness Competencies (ERCs) are content-based access skills, or steps, toward mastery of the CAS/Extended Evidence Outcomes

The ERCs extend the 21st Century Skills readiness skills and are content-based access skills that align with a student’s present level of academic achievement and functional performance (PLAAFP). Educators align goals for specially designed instruction based upon the CAS Concepts and Skills of each standard and the corresponding Extended Evidence Outcomes. The Extended Readiness Competencies may be customized according to each student’s need to outline reasonable benchmarks/short-term objectives. Educators will progress monitor the objectives to report progress toward the goal.

For students needing functional skills to access the general curriculum in the areas of mobility; personal health and wellness; social and emotional skills and risk prevention, such goals may be referenced to the CAS [Comprehensive Health and Physical Education Standards](#) ; however, not every functional goal will necessarily have a specific standards reference (e.g., orientation and mobility for a child with visual impairment, including blindness).

To access the [CAS templates with the Extended Evidence Outcomes](#), please click each link below:

[Mathematics with EEOs](#)

[Reading, Writing and Communicating with EEOs](#)

[Science with EEOs](#)

[Social Studies with EEOs](#)

For other information related to [Instructional Standards for Students with a Disability](#), please visit the webpage.

Additional Resources

[Significant Support Needs](#)

Standards Implementation Support

The Office of Standards and Instruction provides Colorado educators with support tools for the implementation of the Colorado Academic Standards (CAS).

[Support Tools](#)

Curriculum Design Tools:

- [Vertical Progression Tools](#)
- [Standards Graphic Organizers](#)
- [Content Connections](#) (Kindergarten – 5th)
- [21st Century Skills](#)
- [Achieve the Core Free Resources](#)
- [District Sample Curriculum Project](#)

COLORADO ACADEMIC STANDARDS TEMPLATE ORGANIZATION

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates: The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting	
High School and Grade Level Expectations	
Concepts and skills students master: Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school. <i>What do students need to know?</i>	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: Evidence outcomes are the indication that a student is meeting an expectation at the mastery level. <i>How do we know that a student can do it?</i>	Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
	Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
	Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
Extended Evidence Outcomes (EEOs)	Extended Readiness Competencies (ERCs)
With appropriate supports, students can: Extended Evidence Outcomes for students with significant cognitive disabilities directly align to Grade Level Expectations	*Content-Based Access Skills: Skills needed for a student with a significant cognitive disability to access the standards

***Performance Skills** This informal document provides a reference list of content-based access skills and Depth of Knowledge 1 and 2 skills that may help teachers as they formulate actionable, observable objectives for both academic and functional IEP goals.

In addition to the Colorado Academic Standards, the Colorado State Board also adopted [Colorado English Language Proficiency \(CELP\)](#) Standards which provide a continuum for language development and a framework for determining English language proficiency. The CELP standards should also be used to provide access to concepts and skills in **all** content areas through language differentiation.

Other links to CELP resources:

[CELP Standards K-5](#)

[CELP Standards 6-12](#)

[Colorado ELL Guidebook](#)

Equal Access to Grade-Level Content

Instruction Based on Universal Design

Universal Design for Learning (UDL) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing “how the student is smart” with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Universal Design Resources

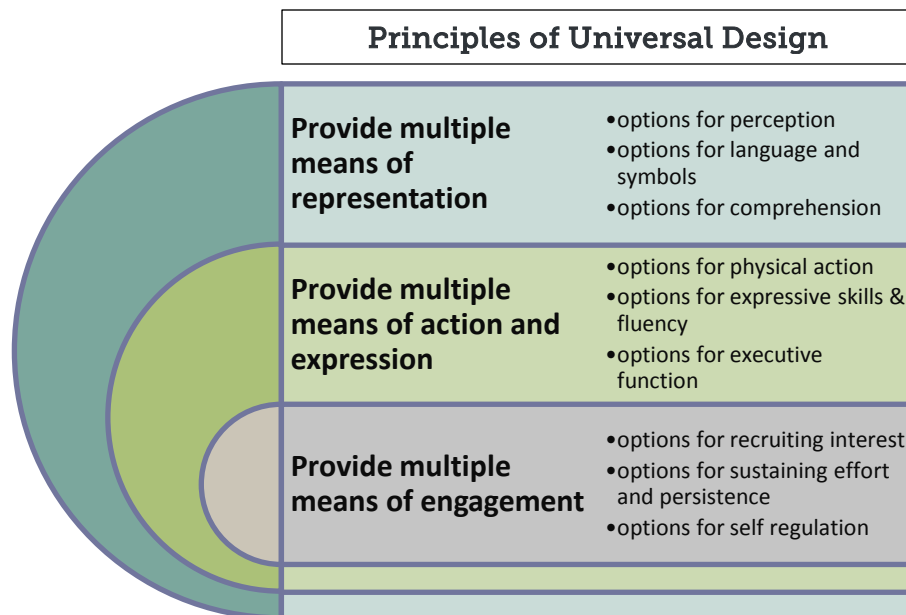
These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free)

[Learning Styles](#)

[Multiple Intelligences Tests for Children](#)

More on UDL and sample units: [CAST center](#)

[CAST UDL Book Builder](#)- Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.



ECEA 2.52 Universal Design

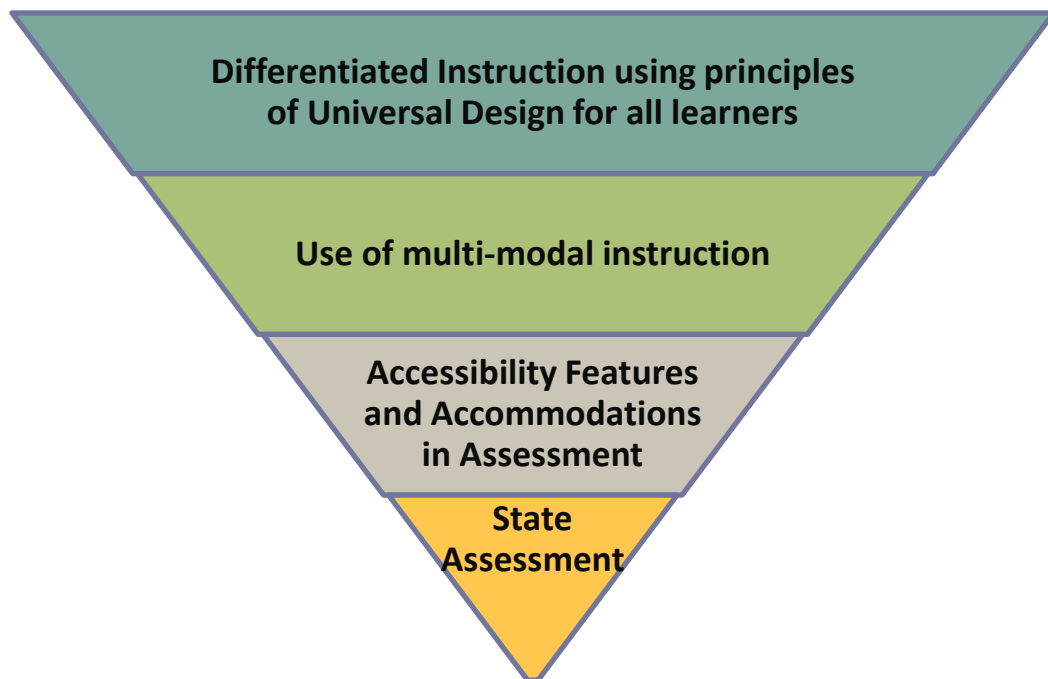
The term “Universal Design”, when used in 34 CFR Parts 300 and 303, has the meaning given the term in Section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

Best Practice for Instruction and Assessment

For both instruction and classroom assessment, there are resources and strategies for learning which should be allowable for all students, and are therefore not classified as accommodations. Practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to formative assessment as well. Accommodations and instructional practices should be based on student learner characteristics.

As the state transitions to next generation computer-based assessment, it becomes even more important that instructional practice mirrors the assessment environment whenever possible. It is simply not advantageous for the student to have [accessibility features and accommodations](#), if they have not been provided ample opportunity to develop fluency and the ability to self-initiate the features. As proficiency with the tools and features increases, the better able the student will be to demonstrate mastery of the tested standard. The [Assessment Unit](#) provides accommodation information for the assessments. Please check their website frequently, as new products, manuals and supports are under development. Participating with the released sample items will provide practice for students and will assist teachers with providing multi-modal instruction.

Best Practice, including providing accommodations for instruction and assessment, is illustrated in the figure below:



An article, [“Differentiated Instruction and Implications for UDL Implementation”](#) by Tracey Hall, Nicole Strangman and Anne Meyer can be found on the CAST website.

Formative Assessment

Formative assessment is a process, **not** a “test.” One author’s definition is:

“Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning.” (Shepard et. al., 2005 p. 275)

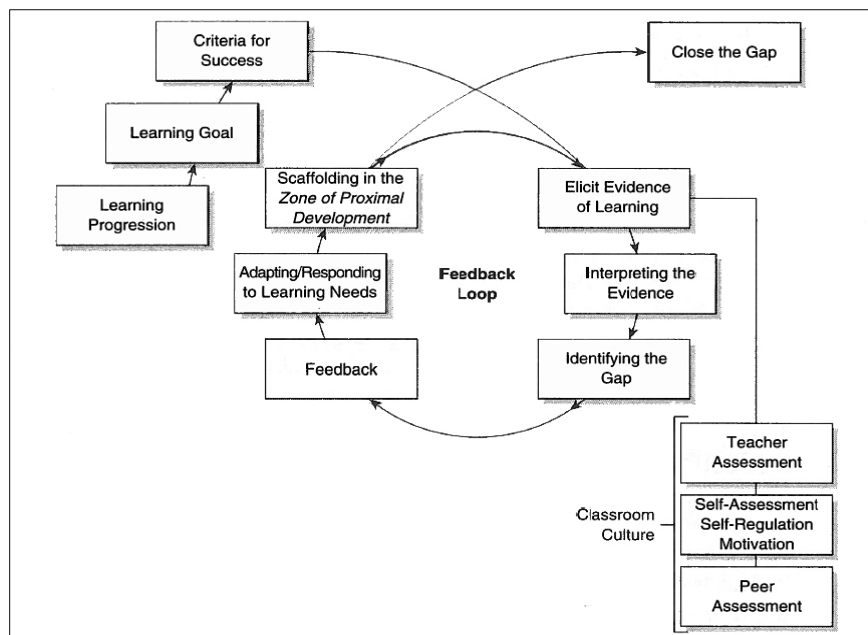
Black and Wiliam also refer to the “process” of formative assessment:

*Formative assessment is not a thing—it is not a single test given to students to see what they have learned for the purpose of grading, placement, or classification. That is the function of summative assessments like an end-of-unit classroom test, the quarterly benchmark test, or the annual state test. **Instead, formative assessment is a process that occurs during teaching and learning and involves both teachers and students in gathering information so they can take steps to keep learning moving forward to meet the learning goals.***

Another article by Paul Black and Dylan Wiliam, [*Inside the Black Box: Raising Standards Through Assessment*](#), can be accessed on the Phi Delta Kappan website: Phi Delta Kappan September 2010 vol. 92 no. 1 81-90

For a student who is evaluated on alternate academic achievement standards, the teacher frequently conducts “in-the-moment” formative assessments, or designs other interim assessments, based upon what the student is currently learning in order evaluate progress and inform further instruction.

The Process of Formative Assessment



Heritage, M. (2010). *Formative Assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press

Instructional Intervention vs. Accommodation

For a student with a disability, an **accommodation** is a practice or procedure that is aimed at providing equal access to the content being taught. Access gives a student the opportunity to participate meaningfully in instruction.

An **intervention** is targeted, prescriptive instruction aimed to remediate a specific skill. The Response to Intervention (RtI) model is designed to address a student’s gaps in learning skills and monitor progress toward a defined level of performance.

Intervention is:

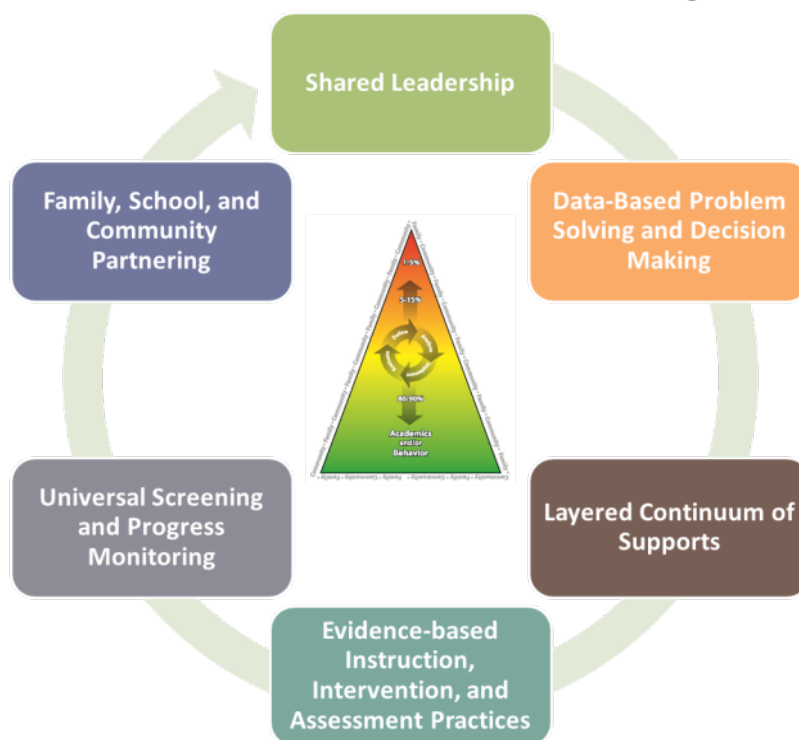
- directly linked to screening, diagnostic, and/or progress monitoring types of assessment
- research/evidence-based instruction
- systematic and explicit
- varied according to individual need and response
- increasing the time, reducing the group size, increasing intensity, and narrowing the focus are examples of intervention strategies
- provided within or outside of the general education setting and by persons in various roles

Interventions are not accommodations; however, qualified students may need to use an accommodation (e.g. large print, screen reader, colored overlay, etc.) to access instructional intervention.

The [National Center for Learning Disabilities](#) recommends the following:

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic p Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Multi-Tier Systems of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.

Colorado MTSS Essential Components



The Individuals with Disabilities Education Act (IDEA 2004), supports implementation of a Multi-Tiered System of Supports because it has proven to be effective in accelerating learning for all students, including students with disabilities. The CDE Fact Sheet [Special Education within a Multi-Tiered System of Supports](#) provides more information. Visit the [Multi-tiered System of Support](#) webpage for training opportunities as well.

Step 2

• Learn about accommodations for instruction and assessment

Accommodations are practices and procedures designed to ensure that educators, as well as students and parents, have a valid measure of what a student with a disability knows and can do. An **instructional accommodation** is to be selected, designed, and evaluated by the student's teachers based upon the student's characteristics as a learner. A sound decision about a student's need for accommodations considers the student's preferences and needs in combination with the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction and assessment without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student's proficiency with its use, which improves through regular practice in everyday life.

Purpose of Instructional Accommodations

Accommodations are...	Accommodations are NOT...
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to "help all students do better"
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

Definition of Terms

The terms **adaptation**, **accommodation**, and **modification** are not always specifically defined or used consistently in the various federal laws and are sometimes even used interchangeably. However, it is generally agreed that they are not fully interchangeable terms, but rather have different distinct meanings for educators.

For purposes of this document, the word "**adaptation**" will be used as the generic term for any change or adjustment made in the classroom that allows any student to be successful. Adaptations are simply good teaching strategies for helping all students understand material presented during classroom instruction. Adaptations may include such techniques as asking clarifying questions, scaffolding skills toward a more complex concept; rephrasing or "chunking" information into more easily handled tasks, adjusting the number of homework problems assigned on a given day, or making instructional changes based on formative, "in-the-moment" assessment. No specific documentation or eligibility criterion is required for teachers to make general instructional adaptations.

If a student has a documented need or a disability that requires some change in method or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling may be considered to be an **accommodation**. Will the student

ultimately be expected to master the same content, but demonstrate that mastery in alternate ways or with alternate support? If standards are not fundamentally or substantially altered, then this adaptation is considered to be an accommodation to a learning or performance difference. Typically, this accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. **The use of an instructional accommodation does not change the grade-level academic achievement standard or assessment.** Providing an accommodation for a student with a formal educational plan, including an IEP, is not discretionary.

However, an adaptation or accommodation can become a **modification** if the student's IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability. The student will receive instruction based on alternate academic achievement standards and be evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), such as district alternate assessments, CoAlt, and the 11th Grade Alternate Assessment for Colorado ACT. Modifications **reflect a change of content and rigor** and require a standards-based IEP for instruction. **Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.**

As an example to illustrate these terms, consider a hypothetical student who may be experiencing difficulty understanding a certain concept or reading a particular passage. The teacher may give the student another book or article with additional background information, illustrations to help him/her understand the concept better, or adapted text that has a lower text complexity. Such a strategy could be considered a simple **adaptation**. The teacher notices a student struggling and offers some scaffolded information or guided questions.

However, suppose the student has been identified as a student with dyslexia and has a formal educational plan that documents the student's need for changes in presentation. Rather than receiving the information from a printed textbook or website, the teacher can provide a partner reader, audio book, adapted text, screen reader or other prescribed method for the student to access the information utilizing multiple means of representation. The student has a documented need, and receives a presentation **accommodation**. The student is still receiving instruction based on grade-level academic achievement standards (CAS) and will participate in grade-level assessments with, or without an accommodation as determined by the educational team. If the student is eligible for special education services, the special education teacher may offer additional specialized instruction focused on remediating an identified area of reading difficulty. Accommodations are not intended to take the place of instruction. Adaptations simply allow the student to have an equal opportunity to learn the grade-level concept.

To carry the example one step further, if the student's IEP Team determines that the student meets the participation guidelines as a student with a significant cognitive disability, then the student would receive **modified** instruction based on **alternate academic achievement standards (EEOs)** in designated content areas. The student's IEP would outline ways the student is to work on meaningful tasks linked to the grade-level standard. Depending upon the individual, the student may need explicit instruction, modified reading and tasks that are related, but less difficult, frequent repetition, fewer tasks, or less content. Such a student would also be eligible to take alternate assessment based on alternate academic achievement standards (district alternate assessments, CoAlt, or 11th Grade Alternate for the Colorado ACT).

Colorado Academic Standards (CAS)	
<u>Accommodation</u>	<u>Modification</u>
<ul style="list-style-type: none"> • Grade-Level Academic Achievement Standard • Grade-level assessment 	<ul style="list-style-type: none"> • Alternate Academic Achievement Standard • Alternate Assessment

Instruction based on CAS grade-level content standards and Evidence Outcomes utilizing intentionally-designed accessible instruction based on principles of UDL and Differentiated Instruction.	Modified instruction is based on Extended Evidence Outcomes and Extended Readiness Competencies (EEOs/ERCs); IEP outlines goals and objectives
Adapts <u>how</u> the student accesses the content, but does not change <u>what</u> the student learns	Adjusts learning expectations according to student need by modifying what the student is expected to learn (content) and/or demonstrate (rigor)
Can be used by students with documented needs, including students with a disability by using strategies for differentiated instruction; adapting text and strong support for acquisition of academic vocabulary	For students with a significant cognitive disability who meet participation guidelines *See the optional alternate standards and assessment worksheet in Tools section along with clarifying document

Educators should understand that routinely providing modifications to content during classroom instruction and/or classroom assessments for a student who does not meet participation requirements as a student with a significant cognitive disability may have the unintended consequence of reducing the student's opportunity to learn critical content that may be evaluated on district and state assessments.

Modified Standards/Assessment

Colorado has chosen not to adopt modified academic achievement standards and does not provide modified state assessments. **Students, including students with a disability, who have cognitive and adaptive functioning within normal limits, receive enrolled grade-level instruction and are evaluated with grade-level academic achievement standards.** Approximately 99% of students will take the general statewide summative assessment, with or without accommodations.

Description of Accommodation Categories

Instructional accommodations are based on each student's unique learner characteristics and needs. There is no prescribed list of certain accommodations that are provided for a given eligibility category. As stated previously, thoughtful consideration should be given to the selection of accommodations, so that students can focus on learning the content, not just using their accommodation. When IEP Teams consider instructional accommodations, the *"More is Better"* philosophy is not necessarily true.

Accommodations are commonly categorized in four ways:

Presentation accommodations allow a student with a disability to access information in ways other than standard visual or auditory means (e.g., by reading or listening.) These accommodations change the way that instruction, directions, and information are presented to students. These alternate modes of presentation include font size, audio, sign language, picture symbols, etc.

Response accommodations are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response accommodations may include producing text either orally to a scribe or using speech-to-text software, using an assistive communication device, or a switch to indicate choices.

Setting and Environmental accommodations are changes to the location in which an assignment or assessment is given or the environmental conditions the student needs. Some examples may include the location where a student works or takes an assessment, use of sensory tools, ear plugs etc.

Timing and Scheduling accommodations are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include allowing extended time, frequent breaks, or providing key instruction during the time of day the student is most responsive.

What Does the Research Say?

The National Dissemination Center for Children with Disabilities (NICHCY) reports that, unfortunately, there is a lack of extensive research regarding the use of accommodations and their extensive application across testing environments. However, some research has been able to suggest that: **...if accommodations are poorly matched to student need, or if the student has not had the opportunity to practice using the accommodation frequently enough to achieve fluency, lowered scores appear to result.**

The use of more accommodations is **not** necessarily better. Providing students with a “laundry list” of accommodations that are not truly needed, or that have not been evaluated and determined to be effective, may actually have a negative impact on performance. The better approach is to focus on a student’s identified needs within the general education curriculum when choosing accommodations. It is then the educators’ responsibility to implement the accommodation with fidelity and evaluate its effectiveness in both instruction and assessment.

Step 3

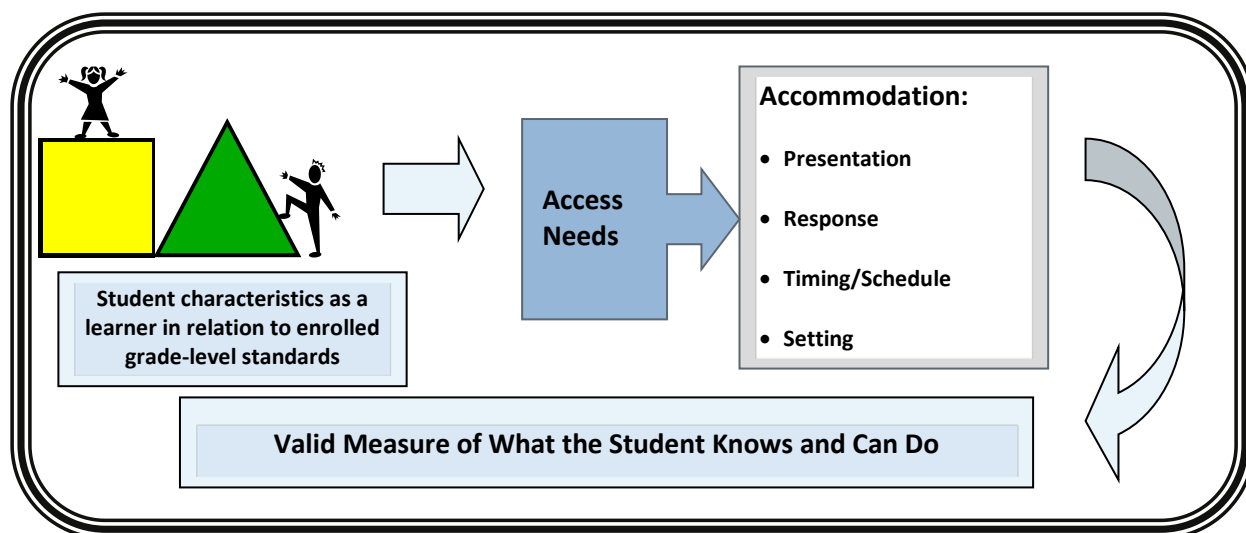
- **Select and document accommodations based on the learning needs of an individual student**

To ensure that a student with a disability is engaged in standards-based instruction and assessments, every educational team must be knowledgeable about the state’s academic standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing pertinent information about the student’s disability, learner characteristics, and present levels of academic achievement and functional performance in relation to state academic standards (Colorado Academic Standards).

Selection Process Considerations

Student Characteristics

Selecting accommodations for instruction and assessment is the responsibility of an educational team. Accommodations should always be chosen based on the student’s characteristics and learning needs. After considering characteristics and needs, the educational team should identify access needs that require accommodations. When these accommodations are used according to plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments. This concept can be illustrated by the following graphic:



Guiding Questions

The following questions may be used to help facilitate team discussions:

- What are the student's strengths as a learner?
- What areas are in need of further improvement as evidenced by data?
- What are the student's abilities in relation to the enrolled grade level standard?
- What specialized instruction outlined in the IEP (e.g., learning strategies, executive functioning skills, reading skills) is designed to address the "gap" in order for the student to achieve grade-level content standards?
- What accommodations will maximize the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?
- What assistive technology and/or adaptive equipment is used to enable the student to produce work independently?
- Has the student received regular systematic instruction in the use of assistive technology/adaptive equipment in order to build the student's independence?
- What are the student's digital literacy skills?
- What are the student's technology skills
- What is the student's Lexile reading level?
- What were the results of assignments and assessments when accommodations were used and when they were not used?
- What type of data was collected?
- What trends are noted from the data?
- What is the student's perception of how well an accommodation worked?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists regarding the effectiveness of the accommodation?
- Based on the evidence, should the use of the accommodation continue, be adapted or be discontinued?

After accommodations are selected, consider:

- The student's willingness to use the accommodation consistently
- How frequently the student will have an opportunity to use the accommodation
- Conditions for use on state assessments

An accommodation should not be dismissed as an instructional accommodation based solely on the fact that the accommodation is not allowable on a state assessment.

Involving the Student in Selecting, Using, and Evaluating Accommodations

It is critical for a student with a disability to learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of authority figures, may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP Team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Students need a variety of opportunities to learn which accommodations are most helpful for them and how to request accommodations in various settings. Some optional tools are provided in Section III which can be used or adapted to guide discussion with the student and provide opportunity for parental input on the use of instructional accommodations.

Analyzing Instructional and Assessment Tasks

After first considering student characteristics, it is important to look at the tasks students are being asked to do instructionally and on various state and district assessments. Below are some guiding questions:

- Are the test tasks similar to classroom assessment tasks and does the student have the opportunity to practice similar tasks prior to testing?
- Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
- Does the student use an accommodation for a classroom task that is NOT allowed for a similar task on the state or district assessments?

Compare Accommodations for Instruction with Accommodations for Assessment

While some accommodations are perfectly useful and appropriate for use during instruction, in some cases, certain accommodations may not be allowed on a state assessment because their use would invalidate the results of the test. Some instructional accommodations may alter what a test is designed to measure. For example, a calculator may be useful at times during instruction, but may not be used on a mathematics assessment designed to assess the student's ability to perform computations. Calculator access may differ in computer-based assessments.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some opportunities to work on an assignment without the accommodation during classroom work would be an expected practice to gauge student progress independent of the accommodation. Data should be collected to compare the student's performance levels with and without the use of the accommodation. The decision to modify, continue or discontinue the use of an accommodation should be based upon the data gathered. (See Section III for two optional data collection forms, which can be copied or adapted to monitor the use and effectiveness of accommodations.)

Consider a Unique Accommodation Request

Educators should not dismiss the use of a given accommodation during instruction just because it may not be allowed on PARCC state assessments. Remember, some accommodation can be used if approved as a Unique Accommodation. See the PARCC Accessibility Features and Accommodation Manual for more information about unique accommodations and consult your District Assessment Coordinator (DAC) for assistance with submitting the request.

Accommodation Selection Tools

Educational teams and educators may consult the suggestions for instructional accommodations listed in the [Student Characteristics Charts](#) and [Accompanying Tables](#) related to specific learner characteristics:

Table A: Visual Impairment, Including Blindness

Table B: Hearing Impairment, Including Deafness

Table C: Fine Motor

Table D: Communication

Table E: Reading

Table F: Writing

Table G: Mathematics

Table H: Physical/Motor Skill

Table I: Attention Deficit

Table J: Auditory Processing

Table K: Setting/ Environment

Table L: Timing / Scheduling

Table M: Traumatic Brain Injury

Table N: Autism Spectrum Disorder

Glossary of Instructional Accommodations

The accommodations outlined on this chart are intended to serve as a starting point in the selection process. The chart is **not** intended to indicate that all accommodations listed would be appropriate for all students with the same learner characteristics, nor is the listing exhaustive. Teachers and students are encouraged to explore unique, individual solutions to provide access and engagement with the general curriculum. Accommodations used routinely in instruction are documented in the student's 504 Plan or IEP.

The listing of an instructional accommodation on this chart does NOT indicate that it is allowable for use on a state assessment. However, **any accommodation used in assessment must be provided and routinely used during instruction** in order to develop the student's ability to independently initiate the use of embedded tools and features in the computer-based testing environment. See postings on the [Assessment Unit's](#) website for guidance. **All questions related to accessibility features and accommodations used in assessment should be directed to your local District Assessment Coordinator.** For your reference, please see the most recent editions of the following guides:

- [PARCC Accessibility Features and Accommodation Documentation Form \(optional\)](#)
- [PARCC Accessibility Features and Accommodation Manual \(2nd Edition\)](#)
- [Dynamic Learning Maps™](#)
- [Colorado Measures of Academic Success Accommodations Supplement](#)

Glossary of Instructional Accommodations Chart

The following chart is a compilation of possible types of accommodations for presentation, response, setting/environment and timing/scheduling that may be considered for use with students with a disability. Student do NOT need a "laundry list" of every possible accommodation. Rather, the accommodation selected should be explicitly taught, routinely used for a period of time sufficient for the student to independently use the accommodation, and then evaluated for effectiveness.

On the Glossary, an * symbol by the name of the accommodation indicates a requirement to include on student's Personal Needs and Preferences Profile (PNP) which are assigned prior to testing (See Table 1: Accessibility Features for All Students PARCC manual) p. 22

Supports Identified in Advance by a PNP:

- Answer Masking
- Background/Font Color (Color Contrast)
- General Masking
- Text-to-Speech for the Mathematics Assessments

PARCC Accessibility Features, while available for all students during computer-based assessment, need to be explicitly introduced to students with a disability, along with sufficient usage to enable the student to independently activate the feature and use it with fluency during instruction. Document accessibility features along with computer-based accommodations as an instructional accommodation in the IEP.

PARCC Accommodations for Students with Disabilities (See PARCC manual for full explanation)

Although the accessibility features available on the PARCC Assessments are based on universal design principles as applied to assessments, and are intended to increase access for most students, many students with disabilities may need additional accommodations when taking the PARCC assessments. For students with disabilities, IEP or

504 team members are responsible for making decisions about which accommodations the student will need, as well as which features to increase accessibility must be selected for a student's Personal Needs Profile (PNP). PARCC accommodations listed in this section are intended only for:

- Students with disabilities who have the accommodation documented in an approved IEP or 504 plan prior to the date of test administration; and
- Students who use the accommodation routinely (with rare exceptions) during classroom instruction and locally-administered assessments, both before and after the test is administered.

Again, accessibility features and accommodations used for assessment, must also be provided and routinely used during instruction.

The various assessment vendors have slight variations in the name of the accessibility features and accommodations. Alternate terms are listed in ().

Note: Information regarding accessibility features and accommodations provided by the various assessment vendors may change as new editions of their manuals are released 2014-15.

Glossary of Instructional Accommodations

Some resource websites have also been included in the chart for your reference. Please consult the **Tables A-N** for more suggestions and websites related to specific areas of disability. **(See the Tools Section for a printable version of the Glossary.)**

***Indicates an Accessibility Feature / Computer-based Testing (CBT) Accommodation
(Alternate terms or names for the Accessibility Feature or Accommodation)**

Presentation Accommodations

Presentation Accommodations	*Large Print
	Large print editions of texts, instructional materials, and printed tests are beneficial for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center. American Printing House for the Blind, Inc.
	*Black and White Print/High Contrast *(Invert Color Choice)
	Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.
	General Masking (*Answer Masking – Also see Visual Aids/Organizers)
	The student creates a custom “mask” to electronically cover portions of test items, including passages, as needed. This could be in the form of a ruler, blank card, etc. or electronically show highlighted words, phrases or lines of text.
	Visual Aids/ Organizers (*Highlighter-Highlight Tool)
	The student uses highlighters, template, place marker, masking device, colored overlays, reading guide ruler, or pointer to aid in the presentation of text/graphics. Comparable CBT Accessibility Feature: *Answer Masking, *Background/Font Color (Color Contrast), *Flag Items for Review, *General Masking, *Line Reader Tool, *Highlight Tool
	*Color Contrasting (*Background/Font Color) (Invert Color Choice) (Overlay Color) (External Color Overlays)
	Some students with visual needs are better able to view information through color contrast. This need can be met for paper-based materials by either creating different color versions of content or by providing colored transparencies to place over materials. For computer use, a content and test delivery system can allow students to overlay different colors over content and choose different combinations of text and background colors.
	Increased White Space
	Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students to better see the presented material and/or maintain visual focus.

Presentation Accommodations	*Magnification Devices (Low Vision Devices)
	Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.
	Computer Magnification / Magnification / Enlargement Device
	Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content. PARCC: The student uses magnification or enlargement devices to increase the font or graphic size. (e.g., telescopes, projector, CCTV, eye-glass-mounted or hand-held magnifiers, electronic magnification systems Comparable CBT Accessibility Feature: Large Monitor, Zoom Tool, Magnification/Enlargement Device
	*Braille (Uncontracted Braille)
	Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. *Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task. A certified teacher of students with visual impairment should work with the student's IEP Team to determine the student's need for braille.
	A student may use a manual braille writer to produce braille. Refreshable braille displays are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.
	Accessible Denver: Resources for the Blind or Visually Impaired
	*Tactile Graphics
	Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image. *Presentation Accommodation for students who are blind or visually impaired
	http://www.tactilegraphics.org/resources.html
	*Paper/Pencil version of computer-presented items
	Only available for students who are unable to take computer-delivered assessment due to a disability. See PARCC Appendix A
	Audio Description of Images
	Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to the website for National Center for Accessible Media

	Read Aloud (Oral Presentation)
	A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur effectively when a person is reading to an entire group of students. <i>*See PARCC Appendix I and J for Audio and human reader guidelines</i>
	Teacher-Read Directions / *General Directions Clarified
	A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed. PARCC: The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor can assistance be provided to the student during testing. Comparable CBT Accessibility Feature: *General Administration Directions Clarified (by test administrator)
	General Administration Directions Read Aloud and Repeated as Needed
	The teacher may read general administration directions aloud to the student and repeat as necessary. Comparable CBT Accessibility Feature: *General Administration Directions Read Aloud and Repeated as Needed (by test administrator)
	Oral Script (*Text-to-Speech)
	If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed. *Presentation Accommodation: *Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessment, including items, response options, and passages (See PARCC manual for guidelines to identify students to receive this accommodation.) See PARCC Appendix B test administration protocol; classroom practice should mirror test accommodations
	Read Aloud to Self
	This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.
	*Closed Captioning of Multimedia
	Students who are Deaf or hard-of-hearing view captioned text on multimedia (e.g., video) *Presentation Accommodation for CBT: captioned text of embedded multimedia passages on the ELA/Literacy assessment
	Audio Cassette Tape, Compact Disc, or Digital Recorder
	Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.

Presentation Accommodations	Audio Books
	An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally)
	Colorado Talking Book Library
	Learning Ally
	Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.
	Learning Ally : (formerly Recording for the Blind & Dyslexic)
	Electronic Books
	An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.
Presentation Accommodations	Colorado Talking Book Library
	Bookshare.org
	Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.
	Bookshare (access to content)
	Accessible Materials
	Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.
Presentation Accommodations	National Center on Accessible Instructional Materials
	Tarheel Reader - collection of free, easy-to-read, and accessible books on a wide range of topics to share or create
	Exemplar Text Support - These books are accessible, open-source texts that you and your students can read online, on a reader that uses epub files, or offline as Powerpoint files or printed versions of the books. The books come from the collection of books at Tar Heel Reader. Many of the books were written by teachers across the U.S., Canada, and other English speaking countries.

	<p>*Audio Amplification Devices / Auditory Aids (*noise buffers, *headphones, white noise machines)</p> <p>Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.</p> <p>This article outlines the benefit of amplification for all students: Educational Technology Support Center White Paper: Classroom Amplification Systems</p> <p>calypsosystems.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf</p> <p>Comparable CBT Accessibility Feature:</p> <ul style="list-style-type: none"> *Audio Amplification *Headphones or Noise Buffers
	<p>Video Tape and Descriptive Video</p> <p>Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.</p> <p>Described and Captioned Media Accessible Denver</p>
	<p>Human Interpreter for a Student Who is Deaf or Hard of Hearing</p>
	<p>Spoken English /Text is signed to the student by a human Interpreter.</p> <p>Comparable CBT Presentation Accommodations: *ASL video for the Mathematics Assessment for a Student Who is Deaf or Hard of Hearing; *ASL Video of Test Directions (If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required. See <i>PARCC Appendix D: Interpreter Accommodation guidance</i></p>
	<p>Word-to-Word Glossary (*Pop up Glossary)</p> <p>Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using the accommodation</p> <p>A list of bilingual word-to-word dictionaries authorized for use on PARCC assessments is available at: http://www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf</p> <p>Comparable CBT Presentation Accessibility Feature: Pop-up Glossary- student views definitions of pre-selected, construct-irrelevant words by selecting a hyperlink onscreen via a pop-up text box</p> <p>Comparable CBT Presentation Accommodations: Word-to-Word Dictionary (English/Native Language)</p>

	Visual Aids/ Organizers (Highlighter)
	The student uses highlighters, template, place marker, masking device, colored overlays, or pointer. Comparable CBT Accessibility Feature: *Answer Masking, Background/Font Color (Color Contrast), *Flag Items for Review, *General Masking, *Line Reader Tool, *Highlight Tool
	Unique Accommodation Request Form for presentation accommodations – See <i>PARCC Appendix F</i> Emergency Accommodation – See <i>PARCC Appendix G</i>



Presentation Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI/vision specialist for specific equipment and software recommendations.

Large Print and Magnification	<ul style="list-style-type: none"> Capacity to self-select print size or magnification Ability to scroll or advance screen Apply magnification to screen graphics and tables without distortion Very gradually consider building visual stamina; avoid visual fatigue Choose background to improve readability of overlying text
Instructions simplified/clarified	<ul style="list-style-type: none"> Capacity to self-select audio (screen reader), alternate language or signed versions of instructions and test items (all students wear ear/headphones) Choose to have text repeated
Audio presentation of instructions and test items *General Administration Directions Read Aloud and Repeated as Needed	<ul style="list-style-type: none"> Ability to self-select audio (screen reader) Use screen reader that converts text into synthesized speech or braille Control audio speed and quality of audio presentation Wear headphones or test individually Ability to process audio descriptions of graphics and other visual media Choose to repeat as many times as needed Ability to understand synthesized voice of reader Activate alternative text or “alt tags” for images
Sign Language	<ul style="list-style-type: none"> Capacity to self-select alternate versions of written text/ instructions presented in sign language Capacity to self-select signed versions of instructions and test items Not feasible to read lips on video Check equipment compatibility Consider quality, accuracy and appropriate speed of signed information
Languages other than English	<ul style="list-style-type: none"> Capacity to self-select alternate language versions of test items in written or audio format Be aware that translation may require different speed than English Use machine translation capabilities Check compatibility of interfaces Enable pop-up translation features Ability to regulate audio speed
Braille	<ul style="list-style-type: none"> Ability to use screen reader to convert text into synthesized speech or braille Provide tactile graphics or three-dimensional models for some images Select screen and text colors Check compatibility of equipment and interfaces Express need for additional time if necessary

*Highlighters or Place holder	<ul style="list-style-type: none"> Capacity to self-select highlighter tool Ability to select text for highlighting
Graphics or images that supplement text	<p>*Carefully consider images selected for presentation; avoid complex backgrounds or wallpaper that may interfere with the readability of overlying text</p> <ul style="list-style-type: none"> Select alternative text or “alt tags” for images Use tactile graphics or three-dimensional models for images
*Paper/pencil format	<ul style="list-style-type: none"> Select for students who are not yet computer literate Use if needed accessibility features or accommodations are not available
*Use of Color	<ul style="list-style-type: none"> Ability to self-select appropriate screen and text color Ability to adjust contrast/ size and font
Multiple column layout	<p>*For classroom presentation, keep in mind that linear presentation order needs to be logical.</p>
Book Creators:	<p>Book Writer (can add video and sound) (fee) Create Book from Text: Txt2Book (fee) https://itunes.apple.com/us/app/txt2book-create-book-from/id492393388?mt=8 CAST Book Builder http://bookbuilder.cast.org/ Tarheel Reader http://tarheelreader.org/ (Literacy!)</p>
Class collaboration	<p>Edmodo – web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices. http://www.educatorstechnology.com/2013/06/a-handy-guide-to-everything-teachers.html</p>

See [PARCC Manual](#) for complete information on Presentation Accessibility Features and Accommodations

Response Accommodations

Response Accommodations	*Speech-to-Text/Voice Recognition Software <p>Speech-to-text conversion, or voice recognition, allows a student to use his/her voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Allow ample time for instruction and practice when using these types of devices.</p> <p><u>Comparable CBT Response Accommodation:</u> Speech-to-Text/Dictation/Transcription or Signing for Mathematics See <i>PARCC Manual</i> for considerations</p>
	Braille / *Braille Notetaker <p>A braille is a machine used to produce text in braille. As combinations of its six keys are pressed, the braille cells are embossed on the paper rolled into the machine. Some students use an electronic braille device or note taker, in which the braille is stored in the machine for later embossing through an alternative computer port. Such tools are procured by a teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.</p> <p>*Response Accommodation: See <i>PARCC Test Administration Manual</i> for transcription guidelines</p>
	Voice Recording Devices <p>A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper.</p>

Computer or Personal Portable Keyboard (*Writing Tools –cut/paste/copy/underline/bold/insert bullets)

Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.

Alternative Pencils (Partner Assisted Scanning)

Alternative “pencils” have been designed for students who are unable to hold a traditional pencil or physically manipulate a keyboard. Instead, the alternative pencils tap into students’ other developing abilities. For example, the alphabet eye gaze frame may be helpful for students who are learning to eye gaze. The print flip chart or onscreen keyboards may be helpful for students who are learning to use switches. The Braille flip chart may be useful for students who are blind. These are just a few examples. For many of the pencils, perfect vision and/or hearing are not needed. Examples of alternative pencils students may use for response include Alphabet Eye Gaze Frames, Print Flip Chart, Braille Alphabet Flip Chart, Alphabet Intellikeys Overlays, and Switch Accessible Onscreen Alphabet Keyboards.

[Center for Literacy and Disability Studies – Univ. of North Carolina-Chapel Hill](#)

Writing with Alternative Pencils

Wireless Devices

iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations. A list of software and devices that have no known conflicts with TestNav8 can be found at <http://pearsononlinetesting.com/TestNav/AT/>

*Scribe – English Spoken/ Spanish Spoken / Other

A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Following the dictation, scribes should request clarification from the student about the use of capitalization and punctuation, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student’s ability to produce his/her work independently. **Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently.** Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill. Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.

PARCC: The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing.

***Comparable CBT Presentation Accommodations:** *Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response (not constructed response) items on the English Language Arts/Literacy assessments.

See PARCC Appendix C: Protocol for the Use of the Scribe Accommodation

Response Accommodations	Calculator /* Calculation Device and Mathematics Tools <p>If a student's disability affects math calculation, but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used for instruction. It is important to determine whether the use of a calculation device is a matter of convenience, or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments. Student uses a calculation device or manipulatives to respond to questions.</p> <p>Comparable CBT Presentation Accommodation: *Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) *See <i>PARCC manual</i> for guidelines to identify students to receive the accommodation of a calculation device</p>
	Spelling and Grammar Devices <p>The use of a dictionary may be beneficial for assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.</p> <p>Comparable CBT Accessibility Feature: Spell Checker</p>
	*Word Prediction <p>Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen.</p> <p>The student uses word prediction software that provides a bank of frequently- or recently-used words as a result of the student entering the first few letters of a word.</p> <p>Comparable CBT *Presentation Accommodation: Word prediction on the ELA/Literacy Performance-Based Assessment *See <i>PARCC manual for guidelines</i></p>
	<p>Word Prediction Software Comparison Chart: http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart</p> <p>Write Online (fee for license)</p> <p>http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx</p>
	Prompt / Encourage Student Responses <p>Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.</p> <p>Comparable CBT Accessibility Feature: Redirect Student to the Test (by test administrator)</p>
	Organization Tools <p>Organization tools include graph paper, highlighters, place markers, and scratch paper. Students may not be allowed to write in books owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins.</p>
	*Eliminate Answer Choices <p>Cross out unselected responses as a decision-making strategy</p> <p>Comparable CBT Accessibility Feature: Computer based accessibility feature available to all students ; *Flag Items for Review</p>

Response Accommodations	Graphic Organizers *NotePad
	Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story, informational text, or writing elements through graphics. Comparable CBT Accessibility Feature: student writes and edits notes using embedded NotePad application
	Specialized Paper
	Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.
	Additional Paper / *Blank Paper
	Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper. <u>Comparable CBT Accessibility Feature:</u> Blank Paper provided by test administrator
	Slant Boards
	Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
	Pencil Grip / Large #2 Pencil
	A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
	Abacus / Tactile Math Manipulatives
	Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.
	Other Response Accommodations (*Additional Assistive Technology – determined by individual need)
	Some students may have other response accommodations in place during instruction to help them access the learning objectives. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation. Comparable CBT accommodation: External Assistive technology devices; See <i>PARCC compatibility guide</i> Unique Accommodation Request – See <i>PARCC Appendix F</i>

See [PARCC Manual](#) for complete information on Response Accessibility Features and Accommodations



Response Accommodations: Technology

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Write Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none"> Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand) Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none"> Ability to use speech recognition software to dictate response Ability to use multiple options to indicate response (listed above)
Braille Tape Recorder Paper/pencil response	<ul style="list-style-type: none"> Ability to use speech recognition software Ability to operate equipment and dictate response Capability of producing response using braille writer or other equipment Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none"> Ability to self-select the spell-check option Capacity to disable option when spelling achievement is being measured May have implications when using speech recognition software
Calculator	<ul style="list-style-type: none"> Ability to self-select calculator option Capacity to disable option when math fluency is being measured
English or bilingual dictionary / glossary	<ul style="list-style-type: none"> Ability to self-select dictionary option Ability to access pop-up definitions built into assessment Capacity for use of multiple languages
iPad Apps for Differentiation	<ul style="list-style-type: none"> Anne Beninghof's Ideas for Education – Reading Comprehension Booster iPad app (purchase) http://www.ideasforeducators.com/ Anne's Blog: http://www.ideasforeducators.com/idea-blog.html 15 iPad Skills Every Teacher and Student Should Have, Educational Technology and Mobile Learning http://www.educatorstechnology.com/2013/01/15-ipad-skills-students-must-have.html Create iBooks on the iPad (fee) https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8

Setting / Environment Accommodations

Setting / Environment Accommodations	Reduce Distractions to the Student and Auditory Sensitivity Accommodations
	A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best non-glare lighting. Noise cancelling headphone, earplugs, earphones or other noise buffers not connected to any audio device are available to all students.
	Auditory Calming/Music /Noise Buffers
	Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.
	Reduce Distractions to Other Students
Setting/Environment Accommodations	Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts other students. Distractions to other students are reduced by using these accommodations in individual settings.
	Change Location to Increase Physical Access or to Use Special Equipment
	Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station or in a study carrel. Provide space for a guide or working dog, and explain to other students that the dog is working and should be ignored. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general.
	Adaptive Furniture/Equipment
	Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.
Setting/Environment Accommodations	Special Chairs
	Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.
	Fidget Toys
	Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.
	For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.

	Weighted Vests
	Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.
	Thera-tubing or Stretchy Bands
	Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.
	Other Setting/Environment Accommodations
	Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation.



Setting / Environment Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Writing Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none"> Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand) Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none"> Ability to use speech recognition software to dictate response Ability to use multiple options to indicate response (listed above)
Braille Tape Recorder Paper/pencil response	<ul style="list-style-type: none"> Ability to use speech recognition software Ability to operate equipment and dictate response Capability of producing response using braille writer or other equipment Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none"> Ability to self-select the spell-check option Capacity to disable option when spelling achievement is being measured May have implications when using speech recognition software
Calculator	<ul style="list-style-type: none"> Ability to self-select calculator option Capacity to disable option when math fluency is being measured
English or bilingual dictionary / glossary	<ul style="list-style-type: none"> Ability to self-select dictionary option Ability to access pop-up definitions built into assessment Capacity for use of multiple languages

Timing /Scheduling Accommodations

Timing / Scheduling Accommodations	*Extended Time <p>A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. For timed tests, a standard extension may be time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.</p> <p>Comparable CBT Presentation Accommodations: *Extended Time See <i>PARCC Appendix E</i> for guidelines</p>
	Multiple or Frequent Breaks <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. If the length of a break is predetermined, a timer might be used to signal the end of the break. In an assessment, the breaks do not extend the allotted time.</p>
	Change Time of Day, Schedule, or Order of Activities <p>If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day in order to reduce fatigue for students who are medically fragile or have significant support needs.</p>
	Verbal/Visual/Tactile Prompts to Stay on Task <p>Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.</p> <p>Comparable CBT Accessibility Feature: Redirect Student to the Test (by test administrator)</p>
	Countdown Timers <p>Countdown timers allow the student to track how much time is left for timed assignments or assessments.</p>
	Other Timing/Scheduling Accommodations <p>Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. The needed accommodation should also be documented in the student's IEP as an instructional accommodation.</p>

See [PARCC Manual](#) for complete information on Timing and Scheduling Accommodations

Documenting Accommodations

Formal Plan for Students with a Documented Need

Districts determine policies and procedures for documenting needs for a student who does not qualify as a student with a disability under Section 504, or as a student with a disability and evidence of educational need who qualifies to receive special education services. Check with your District Assessment Coordinator (DAC) for specific information on what your district requires regarding documenting accommodations for students served under other educational plans.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability

under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA.

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with:

- communicable diseases (e.g., hepatitis)
- chronic illnesses or other health issues
- allergies or asthma
- drug or alcoholic addictions (as long as they are not currently using illegal drugs)
- environmental illnesses
- hearing or vision issues
- attention difficulties
- temporary disabilities from an accident that may require short-term hospitalization or homebound recovery

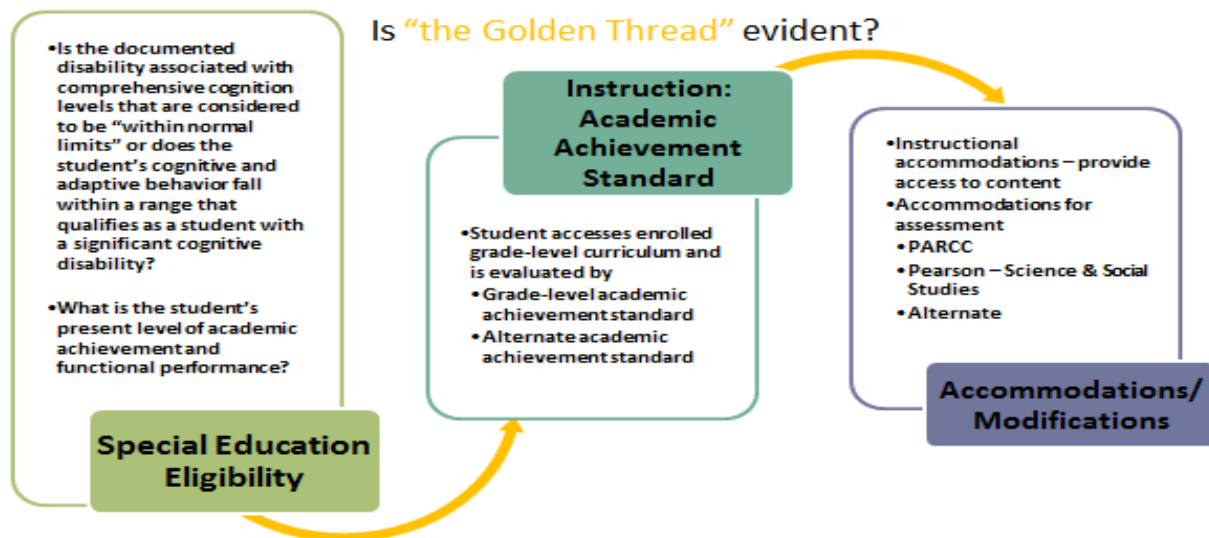
Individualized Education Program (IEP)

For students with a disability served under IDEA, the IEP Team is responsible, among other things, to:

- determine eligibility
- develop an appropriate Individualized Education Program (IEP), including specialized instruction and related services
- specify appropriate academic achievement levels (grade-level or alternate) and
- document instructional and assessment accommodations

Care should be taken to ensure that evaluation supporting the existence of a disability shows clear connection to the Present Levels of Academic Achievement and Functional Performance statement, identified learner characteristics, inclusion needs and selected accommodations for instruction and assessment.

The Five-Step Process- Step 3



This logical progression through the body of evidence is sometimes called “The Golden Thread” that should weave throughout the IEP document connecting all the pieces to tell a complete educational story for the student. Is the IEP complete and concise enough for anyone to be able to follow the educational plan determined by the IEP Team?

IEP Teams are also required to state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as non-disabled children” [IDEA 2004 Sec. 614 (d) (1) (A) (i) (I)]. Depending on the design and overall format of a typical IEP, there are potentially five sections of the IEP in which accommodations can be addressed:

“Consideration of Special Factors” [Sec. 614 (d) (3) (B)]. This section outlines consideration of communication and assistive technology supports. Goal statements may also address the use of augmentative communication.

“Supplementary Aids and Services” [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes, “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.”

“Participation in Assessments” [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of a student with disabilities in general state and district-wide assessments.

“Instructional Accommodations” – Make note of instructional accommodations that are provided and routinely used. Remember, this is not a checklist of every possible accommodation strategy. Select only those accommodations that are necessary-- not simply convenient. Use should be evaluated for effectiveness periodically and adjusted or discontinued as evidenced by data collected.

“Accommodations for Assessment” - If the IEP Team agrees that a Unique Accommodation is necessary for student success during instruction and state assessment, the statement, “Pending CDE approval” should be included under State Assessment in the Nonstandard Accommodation section of the IEP. A description of the accommodation and a statement of student need should also be included. After the District Assessment Coordinator submits the request, and approval is obtained from the CDE Office of Student Assessment, the District Assessment Coordinator (DAC) should communicate the approval to the student’s teachers.

***Note: On an educational plan, there should never be more accommodations listed for the state assessment than for instruction and district assessment accommodations.**



Step 4

• Learn about accommodations for instruction and assessment

Teachers are responsible to plan *how* and *when* the student will learn to use each new accommodation. Care should be taken to provide ample time for the student to learn to use instructional and assessment accommodations before an assessment takes place. Teach the student to self-advocate for the accommodation in the classroom setting to ensure that the accommodation is being implemented effectively. It is the expectation of IDEA and the State of Colorado that educators will provide selected accommodations during instruction with fidelity, in accordance with the student’s IEP.

Appropriate provision of a documented accommodation is not discretionary.

Accommodations Used During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation **may not** be used solely during assessments. The accommodation must have been routinely used with sufficient frequency to ensure the student's ability to use the accommodation with fluency and independence during instruction. The following chart provides examples of appropriate and inappropriate practices for accommodation use in instruction.

Instructional Accommodations	
★ Appropriate Practices ★	Inappropriate Practices
<p>Using accommodations that allow students to be included and to access grade-level content</p> <p>Making accommodation choices which will provide the most seamless experience between instruction and assessment (while maintaining the validity of the assessment)</p> <p>Designing accommodations WITH the student that encourage independence and build skills for life-long learning</p> <p>Ensuring that accommodations needed for assessment are routinely available during instruction</p> <p>Practicing discretion so as not to call attention to their disability or embarrass the student in any way</p> <p>Tracking each student's ongoing accommodation use to ensure that the accommodation is effective and consistently implemented across the school day</p>	<p>Choosing not to use an accommodation chosen for instruction just because it may not be allowed on assessments</p> <p>Failing to make accommodations available during instruction when the student will need that accommodation on the assessment</p> <p>Fostering dependence on another outside person</p> <p>Using accommodations that compromise student's ability to learn grade-level content for convenience</p> <p>"Forgetting" to provide the accommodation during instruction or commenting about the accommodation, even in a joking manner</p> <p>Neglecting to inform all school personnel who work with the student about accommodation needs</p>

Preparing Students for Assessments during Instruction

Naturally, teachers will want to familiarize students with various test formats and test-taking strategies. However, the following chart outlines examples of ethical and unethical practices:

★ Ethical Practices ★	Unethical Practices
<p>Develop instructional objectives based on the Colorado Academic Standards/Extended Evidence Outcomes</p> <p>Prepare students for use of technology</p> <p>Base assessment decisions on individual student needs not convenience</p> <p>Ensure that accommodations used in instruction that are needed and allowable for an assessment are available</p> <p>Use released items to familiarize teachers and students with item types (multiple choice, short constructed response and constructed response) and test format</p> <p>Resources and released items are available on the CDE Website: www.cde.state.co.us/assessment/CoAssess-Released.asp</p>	<p>Prepare instructional objectives or study guides based on specific Colorado test items and teach accordingly – "Teach the test"</p> <p>Administratively determine which assessment the student can take</p> <p>Use an accommodation for an entire group or class over an extended period of time whether every student needs it or not</p> <p>Restrict access to or deny allowable accommodations on an assessment that are normally used during instruction</p> <p>Look at test booklets for any reason other than to distribute and collect them</p> <p>Respond to question or give any type of hints during test administration</p>

Step 5

• Evaluate and monitor the use of accommodations

After accommodations have been selected based upon the individual student's needs and used consistently for instruction and classroom/district assessment, data should be collected periodically and analyzed for effectiveness. Data on the use and impact of accommodations during instruction and assessments may reveal patterns of accommodation use that support the continued use of some accommodations or the rethinking of others.

Examination of the data may also indicate areas in which the educational decision-making teams need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations used during classroom or district assessment. Data may include the following:

- Observations conducted during test administration
- Interviews with test administrators
- Talking with students after testing sessions (helpful to guide the formative evaluation process at both the school and student levels)

Questions to Guide Evaluation at the Student Level

Accommodation use information can be analyzed in different ways. Here are some questions to guide data analysis at the district, school, and student levels. The list of questions that follow is not intended to be exhaustive, but rather could be used to start the discussion.

- What accommodations are used by the student during instruction and assessments?
- What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or that using accommodations was ineffective?
- What is the student's perception of how well the accommodation worked?
- What combinations of accommodations seem to be effective?
- What are the difficulties encountered in the use of accommodations?
- What are the perceptions of teachers and others about how the accommodation appears to be working?
- What policies are in effect to include the student in determining what types of accommodations will benefit him or her, and does the student understand why there is a need for an accommodation?

School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire educational team should contribute to the information gathering and decision-making processes.

Data Gathering Tools

Teachers are encouraged to design and use any type of data gathering methods they desire. Please see the Section III for some sample forms you may use or adapt for your purposes to track and evaluate the use and effectiveness of accommodations in instruction and classroom assessment.

Evaluation of Accommodation Use Data Collection Sheet
Infused Skills Grid (PEAK resource)

Postsecondary Implications

Postsecondary and Workforce Readiness

Postsecondary and workforce readiness is an important educational outcome for all students. As a student with a disability plans for transition to postsecondary settings, it is important for IEP Teams to have documented the student's previous eligibility for, and evidenced use of accommodations so that the student may request to continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K-12 settings, so it is important for students to document their need for use of accommodations. This is also true for students who transition into vocational and other workplace settings.

Documenting Use of Accommodations in the Student's IEP and Transition Plans

In order to determine a person eligible to receive reasonable accommodations in the adult world, providers must be able to document that the individual has a mental or physical condition that substantially limits a major life activity and needs the requested accommodation to access educational courses and activities or employment. It is important to know that information requested by most adult service agencies and colleges could easily be incorporated into existing paperwork, including a student's evaluation reports, body of evidence used to determine eligibility, IEPs, and Summary of Performance.

When considering accommodations for instruction or assessment, be sure to include information that provides the **rationale** or **evidence** that shows the requested accommodation is necessary and effective. For example, what evidence do you have that tells you this particular student needs extended time? Do you have evidence that extended time has been a benefit to this student? Do you have scores from timed and untimed tests? Do you have documented teacher observations? It is not sufficient to indicate a student needs a specific accommodation without including the rationale or evidence that supports the request. For additional resources, see the CDE Secondary Transition website: <http://www.cde.state.co.us/cdesped/Transition.asp>

References

Black, P., Wiliam, D. Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan*. October 1998. Pg. 139-144.

Heritage, H. Margaret. (2010) *Formative assessment: making it happen in the classroom*. Thousand Oaks, California: Corwin a SAGE Company.

Shepard, L.A. (2005) Linking formative assessment to scaffolding. *Educational Leadership*, 63(3), 66-71.

Council of Chief State School Officers (CCSSO). (2005). *Accommodations Manual*. Retrieved July 1, 2007, from <http://www.ccsso.org/projects/SCASS/Projects/Assessing%5FSpecial%FEducaiton%5FStudents>

Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

Available on the World Wide Web at

[http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html)

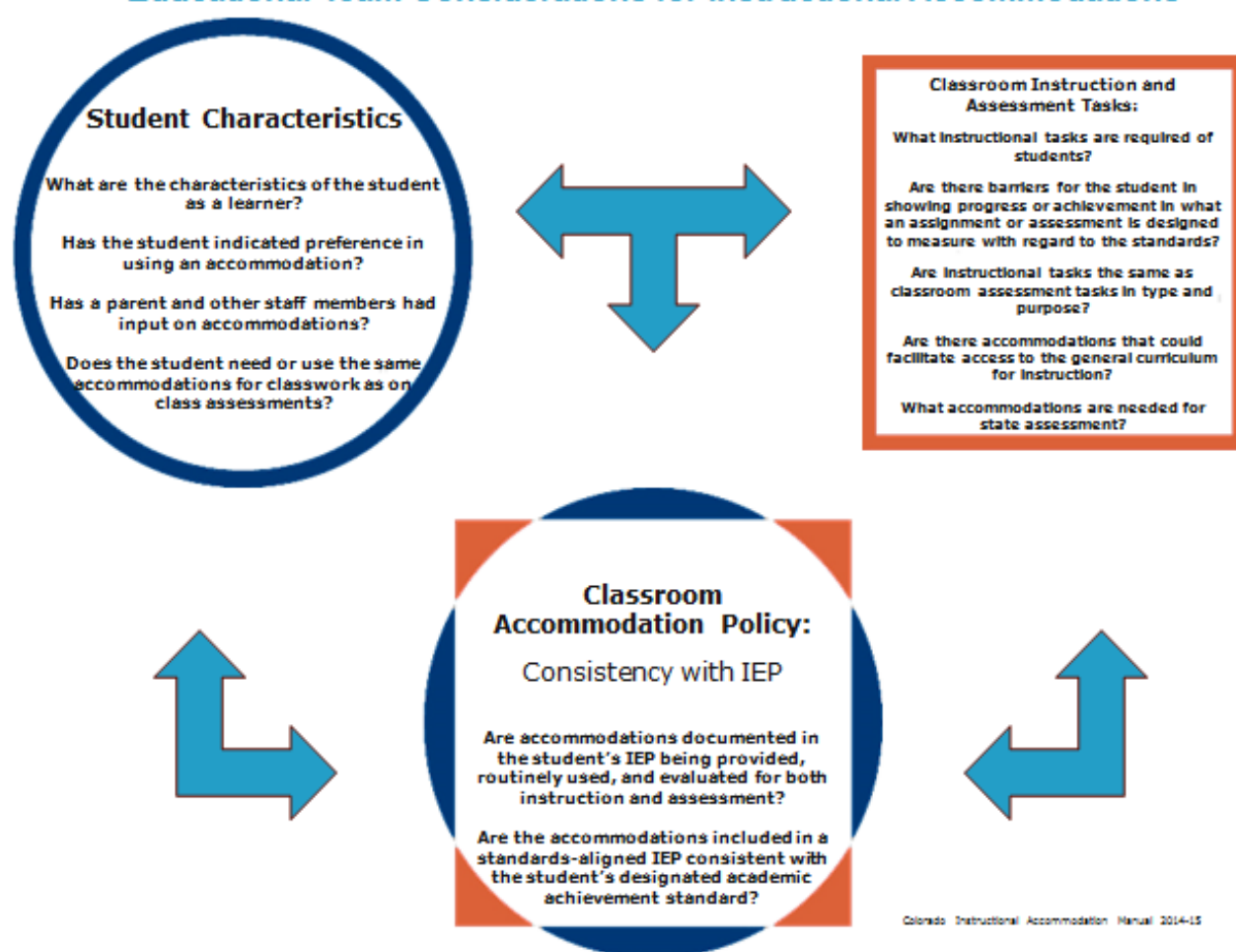
Section III: Tools

Most of the reference Tools listed below are discussed in Sections I and II, but all are also provided here for ease of access and printing. Click on the title to access the pdf version for printing.

1. Consideration When Making Decisions for Instructional Accommodations
2. Student Characteristics Charts
3. Tables A-N: Instructional Accommodations Linked to Student Characteristics
 - i. Table A: Vision
 - ii. Table B: Hearing
 - iii. Table C: Fine Motor
 - iv. Table D: Communication
 - v. Table E: Reading
 - vi. Table F: Writing
 - vii. Table G: Mathematics
 - viii. Table H: Physical/Motor
 - ix. Table I: Attention Deficit
 - x. Table J: Auditory Processing
 - xi. Table K: Setting / Environment
 - xii. Table L: Timing and Scheduling
 - xiii. Table M: Traumatic Brain Injury
 - xiv. Table N: Autism Spectrum Disorder
4. Alternate Academic Achievement Standard and Alternate Assessment Eligibility Participation Guidelines Worksheet
5. Companion document: Participation Guidelines
6. Companion document: Participation Guidelines – Prints in 5" x 7" folded booklet format
7. Glossary of Instructional Accommodations Chart
8. Parent Input for Accommodations
9. Accommodations from the Student's Perspective
10. Dos and Don'ts When Selecting Accommodations
- Data Collection Tools:
11. Accommodation Use in the Classroom
- 12.. Evaluation of Accommodation Use Data Collection Sheet
13. Infused Skills Grid (PEAK resource)
14. After-Test Accommodations Questions

Considerations for Instructional Accommodations

Educational Team Considerations for Instructional Accommodations



Colorado Instructional Accommodation Manual 2014-15

Student Characteristics

Use these questions to identify a student's characteristics as a learner which may indicate a need for an accommodation. Mark "yes" if the student has the characteristic. Follow the next steps for more information about potential types of accommodations that could be helpful for instruction. The provided list is certainly not exhaustive, but may be used as a guide when selecting accommodations as discussed in Step 3 of the Five Step Process.

Note: These Student Characteristics questions and Corresponding Tables have been incorporated into the state IEP system for guidance during the IEP Team considerations.


Student Characteristics	YES	Refer to Tables A-N for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	<input type="checkbox"/>	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	<input type="checkbox"/>	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	<input type="checkbox"/>	Go to Table C or H
4. Does the student have difficulty with expressive or receptive communication?	<input type="checkbox"/>	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	<input type="checkbox"/>	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	<input type="checkbox"/>	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	<input type="checkbox"/>	Go to Table C, H or F
8. Does the student have mathematics-related impairment?	<input type="checkbox"/>	Go to Table G
9. Is the student easily distracted, have a short attention span or have difficulty tracking from one page or line to another and maintaining his or her place?	<input type="checkbox"/>	Go to Table I
10. Does the student need directions repeated frequently or have memory impairments?	<input type="checkbox"/>	Go to Table J
11. Does the student have a medically documented and/or credible history of a brain injury, including traumatic brain injury, that causes educational impact?	<input type="checkbox"/>	Go to Table M
12. Does the student have a developmental disability significantly affecting verbal and non-verbal communication and social interaction that adversely affects the child's educational performance?	<input type="checkbox"/>	Go to Table N
13. Does the child engage in repetitive activities and stereotyped movement, resist environmental change or change in daily routine, or have unusual responses to sensory stimuli?	<input type="checkbox"/>	Go to Table N
14. Does the student use visual supports/schedules to produce work?	<input type="checkbox"/>	Go to Table N



Characteristics Affecting Setting/Environmental Accommodations	YES	Next Steps
1. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	Go to Table K
2. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	Go to Table K
3. Does the student have visual and/or auditory impairments that require special lighting and/or acoustics?	<input type="checkbox"/>	Go to Table K
4. Can the student focus on his or her own work in a large group setting?	<input type="checkbox"/>	Go to Table K
5. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	Go to Table K
6. Do any physical or environmental accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	Go to Table K

Characteristics Affecting Timing and Scheduling	YES	Next Steps
1. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	Go to Table L
2. Does the student use an accommodation or adaptive equipment that requires more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	Go to Table L
3. Does the student tire easily due to health impairments?	<input type="checkbox"/>	Go to Table L
4. Does the student have a visual impairment that causes visual fatigue and requires frequent breaks?	<input type="checkbox"/>	Go to Table L
5. Does the student have a learning disability that affects the rate at which the student processes written information?	<input type="checkbox"/>	Go to Table L
6. Does the student have a motor disability that affects the rate at which the student writes responses?	<input type="checkbox"/>	Go to Table L
7. Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	Go to Table L
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	Go to Table L

	<ul style="list-style-type: none"> • Large print or braille notes, outlines, and instructions • Masking or tracking tools for enlarged print ⌘ Talking materials (talking calculators, clocks etc.) • Real objects; tactile materials; tangible symbols • Tactile Graphics
<p>Response</p> <p>For additional information see CDE Blindness/Low vision website: http://www.cde.state.co.us/cdesped/BLV.asp Vision disabilities: http://www.cde.state.co.us/cdesped/SD-Vision.asp</p>	<ul style="list-style-type: none"> ⌘ Express response to a scribe ⌘ Type on word processor ⌘ Speech to text programs ⌘ Type on Braille Notetaker ⌘ Speak into tape recorder, Mp3 devices or other recording devices ⌘ Use calculation devices (e.g., talking calculator with enlarged keys, abacus)


Table B. Student Characteristic: Hearing Impairment, Including Deafness

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness , auditory processing disorder, or developmental language delay*
<p>Presentation</p> <p>Resources: PARC: General Education Inclusion Readiness Checklist- Cheryl Johnson, Ed.D 2011 http://www.handsandvoices.org/pdf/PARC_2011.pdf</p> <p>Tips for Working with Deaf or Hard of Hearing Students in the Classroom http://www.handsandvoices.org/pdf/mainst_cal.pdf</p> <p>Explain idioms/multiple meaning words: http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html</p> <p>Using Assistive Listening Devices: http://www.youtube.com/watch?v=M4IBkdRereE</p>	<ul style="list-style-type: none"> • Sign language (student's preferred mode) • Face the student during all verbal instruction • Write on white board and the face class for instruction • Speak clearly with unexaggerated speech; rephrase rather than repeating • Develop a signal system for student to nonverbally inform the teacher when difficulties occur  Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system • Encourage student to advocate for own listening and understanding needs • Visual cues; picture supported text • Written notes, outlines, and instructions; peer notetaker • Advanced organizers and outlines of lectures • Use natural gestures (e.g., point to materials; acknowledge who is speaking) • Allow only one person to speak at a time • Repeat questions and responses from classmates; pass FM microphone to speaker • Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes  Use captioned versions of streamed video/film or provide printed script • Give oral/sign language interpreter instructional materials in advance • Pre-teach academic vocabulary • Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words • Use visual /picture/sign language online dictionaries, vocabulary flashcards, graphic organizers to build vocabulary • Show first; then explain • Frequently summarize main points and provide

	<p>an outline for guided note taking and vocabulary reinforcement</p> <ul style="list-style-type: none"> • Write page numbers, assignments and other important information on board prior to presentation ⌘ Access to telecommunication/text messaging/video relay • Provide content material in accessible text level format • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use • Use installed visual warning system for building emergencies; buddy check system • Model acceptance, respect and communication techniques • Provide access to daily school announcements, assemblies etc. • Access to computer audio by inputting FM transmitter into auxiliary access port
<p>Response</p> <p>For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe or interpreter (sign to voice) ⌘ Use word processor or portable keyboards (text-to-voice programs) ⌘ Use of word processor with spelling and grammar software ⌘ Word prediction software • Use visual organizers • Use graphic organizers • Demonstrate reading comprehension through digital storytelling

Table C. Student Characteristic: Fine Motor

 Symbol represents accommodations that can be considered as use of Assistive Technology










Accommodation Category	Consider the following accommodations for use in instruction with students who have a physical disability, Autism Spectrum Disorder, orthopedic impairment, other health impaired, or Traumatic Brain Injury affecting fine motor control*
Presentation	 Slant boards  Text reader program  Electronic books
Response For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp	<ul style="list-style-type: none"> Express response to a scribe Use alternate pencil  Voice-activated computers  Type on word processor or portable keyboard  Speech-to-text programs  Speak into tape recorder, Mp3 player, or other recording device  Use thick pencil, pencil grip, or modified pencils Use written/electronic notes, outlines Make a choice utilizing any preferred method (e.g., eye gaze, switch, etc.)

Table D. Student Characteristic: Communication

 Symbol represents accommodations that can be considered as use of Assistive Technology






Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with receptive/expressive communication skills*
<p>Presentation</p> <p>Resource:</p> <p>Assistive Technology Resource Guide http://www.idahoat.org/Portals/0/Documents/Assistive%20Technology%20Guide.pdf</p>	<ul style="list-style-type: none"> • Sign/Picture/Symbol support • Sign Supported Speech • Repeat/rephrase directions • Simplified instructions  Text reader
<p>Response</p> <p>*For additional information see:</p> <p>CDE Speech or Language Impairment website: http://www.cde.state.co.us/cdesped/SD-SLI.asp</p> <p>Statewide Assistive Technology, Augmentative and Alternate Communication website http://www.swaaac.com/</p> <p>Writing with Alternative Pencils UNC School of Medicine Dept. of Allied Health Sciences – Center for Literacy and Disability Studies http://www.med.unc.edu/ahs/clds/products/available-for-purchase</p>	<ul style="list-style-type: none">  Computer word prediction programs  Spell check programs  Augmentative Communication Devices • Alternate pencil

Table E. Student Characteristic: Reading

 Symbol represents accommodations that can be considered as use of Assistive Technology








Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with reading*
Presentation	<ul style="list-style-type: none"> • Read aloud/ oral presentation • Pair-Share reading • Use adapted books for grade-level text • Picture supported text  Recorded books, Mp3 players, other electronic reading devices  Screen reader programs • Vocabulary games • Visual cues such as color coding phonemes, or word parts  Video tapes/DVD • Read out loud to self/ auditory feedback tube  Text reader programs  Masking or tracking tools
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none">  Word prediction programs • Demonstrate comprehension through role play, illustration, graphic organizers etc. • Focus on fluency to improve comprehension

Table F. Student Characteristic: Writing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
Response	<p><u>Composition:</u></p> <ul style="list-style-type: none"> ⌘ Type on word processor or portable keyboard ⌘ Use Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Player or other recording device ⌘ Use spelling and grammar programs <ul style="list-style-type: none"> • Teach commonly occurring letter patterns • Pair spelling with fingerspelling for tactile reinforcement ⌘ Use Word prediction program ⌘ Appropriate online dictionary <ul style="list-style-type: none"> • Individual student dictionary • Use written notes, outlines, and instructions ⌘ Use graphic organizers or software to create <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> ⌘ Use specially designed paper with raised/colored lines such as; "Handwriting Without Tears" or similar ruled paper (Nonstandard Accommodation) <ul style="list-style-type: none"> • Use of pencil grip to reduce fatigue • Use slant board/clip board/magnetic strips to hold paper to whiteboard/"MagnaDoodle" type slate • Consider teaching cursive rather than manuscript ⌘ Use computer/word processor/adaptive keyboard <ul style="list-style-type: none"> • Express response to a scribe (limit to need, not convenience)
Resources:	
Fountas & Pinnell word study PLC Live Binder http://www.livebinders.com/play/play_or_edit?id=322117 Dinah Zike's Visual Kinesthetic Vocabulary www.dinah.com http://www.youtube.com/watch?v=xudikERmRc	
*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp	
*For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp	

Table G. Student Characteristic: Mathematics

 Symbol represents accommodations that can be considered as use of Assistive Technology





Accommodation Category	Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*
<p>Presentation</p>	<ul style="list-style-type: none"> • Graph paper to help line up numerals for computation • Number lines on desk/floor/wall • Turn lined notebook paper landscape for columns (e.g. division) • Mnemonic devices, rhymes, choral responses and songs to aid memory • "Finger Multiplication" / patterns to learn facts • Visual cues to steps in problem-solving • Manipulatives and hands-on experiences • Graphics and models • Role play story problems  Calculation devices (talking calculator; enlarged keys, abacus) • Fold paper/use mask sheet/electronic masking to reveal only one problem/answer response at a time • Reduce number of practice problems assigned • Provide sample problems for reference
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none">  Calculation devices  Visual organizers  Graphic organizers <p>Math tables and formulas</p> <ul style="list-style-type: none"> • Manipulatives • Abacus • Lattices for multiplication • Individual dry erase boards

Table H. Student Characteristic: Physical/Motor Skill

 Symbol represents accommodations that can be considered as use of Assistive Technology







Accommodation Category	Consider the following accommodations for use in instruction with students having difficulty with motor skills*
Presentation	<ul style="list-style-type: none"> • Partner Assisted Scanning • Allow longer processing time • Books on tape • Uncluttered work area • Adjustable/tilt table to have equipment within reach • Prolonged sitting may cause chronic pain
Response Resource: Color Coded Eye Gaze Frame http://s3.amazonaws.com/pbs.teacherline-prod/capstones%2Fportfolios%2F627%2F783%2F10517%2Fcolor-coded-eye-gaze-frame---secep-principals-meeting.pdf *For additional information see: CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp *Statewide assistive technology, augmentative and alternate communication website http://www.swaaac.com/	<ul style="list-style-type: none"> • Allow for longer response time • Express response to a scribe through speech, pointing, or by using an assistive communication device  Type on word processor or personal portable keyboard  Speech-to-text programs  Speak into tape recorder, Mp3 Players or other recording devices  Use augmentative devices for single or multiple messages • Use written notes, outlines, and instructions  Scanning software

Table I. Student Characteristic: Attention Deficit

 Symbol represents accommodations that can be considered as use of Assistive Technology









Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	<ul style="list-style-type: none"> • Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily  Recorded books, Mp3 players, other electronic reading devices  Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting  Low Gain Amplification systems (if prescribed) • Capitalize on student interests
<p>Response</p> <p>Resource: CDE Fast Facts: http://www.cde.state.co.us/cdesped/download/pdf/FF-EBP_MH_ADHD.pdf</p> <p>*For additional information see CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet  Use materials or devices used to solve or organize responses  Use visual organizers  Use graphic organizers • Use mnemonic devices to aid memory • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns  Time cue or countdown clock

Table J. Student Characteristic: Auditory Processing

 Symbol represents accommodations that can be considered as use of Assistive Technology




Accommodation Category	Consider the following accommodations for use in instruction for students who have difficulty with comprehension*
<p>Presentation</p> <p>*For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp *Educational Audiology Services http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp</p>	<ul style="list-style-type: none"> • Gain attention before engaging student • Consider voice amplification for teacher or classroom sound field system • Repeat /limit directions or instructions • Enunciate clearly with measured pace • Utilize vocal inflection, intonation and volume changes to emphasize important information • Written/picture supported directions • Provide brief, to-the-point instruction • Model steps in directions • Restate or rephrase if student does not respond • Avoid dividing student's attention between watching, listening and writing • Student takes notes during directions • Students retells directions <p> Amplification system</p> <p> Text-to-speech</p> <p> Low Gain Amplification Systems (if prescribed)</p>


Table K. Student Characteristics Related to Setting / Environment Needs

☞ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Setting/Environment	<p>☞ Use headphones, sound buffers, classroom sound field amplification or preferred acoustic seating for student</p> <ul style="list-style-type: none"> • For students who are Deaf/Hard of Hearing, arrange chairs in circle so student can know who is speaking and maintain sightline • Maintain “one speaker at a time” rule • Evaluate lighting to avoid glare • If using an interpreter, seat a student who is Deaf/Hard of Hearing slightly to the thumb side of the interpreter’s dominant hand and maintain the student’s sight line between the speaker and interpreter • To assist with speechreading, gain eye contact before speaking and maintain the same facial level as the student • Limit “visual clutter” to reduce distraction (e.g., dangling jewelry; strong pattern in clothing, background etc.) • Exercise balls or rocking chairs • Weighted vests • Fidget toys/ manipulatives • Thera-bands • Study carrel; alternate seating within room or resource room • Checkpoints for work completion • Clearly defined limits • Frequent reminders • Adaptive furniture/chairs


*For additional information see:
CDE Behavior/Mental Health website:
<http://www.cde.state.co.us/cdesped/Behavior.asp>
Occupational Therapy:
<http://www.cde.state.co.us/cdesped/RS-OT.asp>

Table L. Student Characteristics Related to Timing and Scheduling

 Symbol represents accommodations that can be considered as use of Assistive Technology


Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	<ul style="list-style-type: none">• Simplify directions, prompts or pace rate of instructional presentation• Give students time to read and process before you begin speaking• Allow for plenty of response time• Use familiar cultural contexts for content• Allow more time to complete work (e.g., language processing or more “wait time” after questions)• Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue• “Stop the clock” breaks for timed assignments or assessments• Change the time of day difficult instruction is given






Table M. Student Characteristic: Brain Injury, including Traumatic Brain Injury

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	<ul style="list-style-type: none"> • Give student “strategic rest breaks” • Preferential seating away from distractions • Be cognizant of sensory overload with light, noise, smell, taste, music class, band • Get medical clearance for student to participate in physical activities such as PE and dance class, organized sports and recess • Reduce the amount of in-class work • Reduce the amount of homework • Allow extended time for processing • Consider whether testing is a fair measure of learning/memory • Provide alternative options • Exempt from large test/projects when still recovering from brain injury/concussion • Provide note taker/scribe or copies of teacher notes if necessary • Consider focusing on contextual learning rather than rote memorization while memory is compromised • Be cognizant that executive functioning problems (poor memory/attention/emotional and behavioral lability/mental fatigue) may be underlying the brain injury
<p>Response</p> <p>*For additional information see CDE Traumatic Brain Injury website: http://www.cde.state.co.us/cdesped/SD-TBI.asp</p>	<ul style="list-style-type: none"> • Show mastery of content in alternative fashion (oral presentation, projects) • Use compensatory strategies for memory and for attention • Use reminders from adults to consider behavioral and emotional supports • Advocate for self with “strategic rest breaks” • Advocate for self with sensory overload • Learn to “pace” cognitive demands throughout the day

Table N. Student Characteristic: Autism Spectrum Disorder

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	<ul style="list-style-type: none"> • Provide consistency with routines • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies  "pix writer", "Picture It" or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social stories to directly teach age-appropriate interactions and routines • Give advance notice of routine changes or change of activity • Redirect repetitive movement  Use of iPads or Tablets
Response *For additional information see CDE Autism website: http://www.cde.state.co.us/cdesped/SD-Autism.asp	<ul style="list-style-type: none"> • Picture Exchange Communication system (PECS) • Sign supported speech  Keyboarding  Text-to-speech software  Use of iPads or Tablets

Alternate Standards and Assessment Participation Guidelines Worksheet

* For further clarification of terms used in this worksheet, please refer to the companion document
Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment

<p>Criterion #1: The student has been evaluated and determined to be eligible to receive special education services and has an IEP.</p>	<p>Response:</p>
<p><input type="checkbox"/> Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input type="checkbox"/> Is a current Individualized Education Program (IEP) in place or being developed for the student?</p>	<p><input type="checkbox"/> No. Stop here. The student must meet Special Education <i>Determination of Eligibility</i> criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp</p> <p><input type="checkbox"/> Yes. If both elements can be affirmed, continue to Criterion #2.</p>
<p>Criterion #2: The student has documented evidence of a cognitive disability.</p>	<p>Response:</p>
<p><input type="checkbox"/> During the process of determining eligibility for a student to receive special education services, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?</p>	<p><input type="checkbox"/> No. Stop here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.</p> <p><input type="checkbox"/> Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3.</p>
<p>Criterion #3: The student has a <u>significant</u> cognitive disability.</p>	<p>Response Options:</p>
<p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations and</p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability.</p> <p>See Intellectual Disability Eligibility Checklist.</p> <p style="text-align: center;"><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> Yes. Both elements affirm that the student's evaluated performance falls within range of the most significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments.</p> <p>Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.</p> <p style="text-align: center;">Continue to 4B to select <u>alternate</u> standards-based instruction and appropriate alternate assessment.</p> <hr/> <p><input type="checkbox"/> The documented evidence supports the existence of a significant cognitive disability. However the IEP Team determines that with appropriate adaptations (supports and accommodations), the student will receive daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. (The student then does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.)</p> <p style="text-align: center;">Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</p> <hr/> <p><input type="checkbox"/> Yes. Although the documented evidence supporting the existence of a significant cognitive disability does not fall into the lower ranges, the IEP Team has considered the impact and severity of the disability along with other related factors in order to determine that the student qualifies to receive modified daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.</p> <p style="text-align: center;">Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</p>

Tested Content Areas	4A Instruction and Assessment based on Grade-Level Academic Achievement Standards (Grade-level Expectations / Evidence Outcomes)	4B Instruction based on Extended Evidence Outcomes (EEOs) and *Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)
Reading/ Writing (ELA) Math Social Studies Science	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> nonstandard request- pending approval by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards <input type="checkbox"/> Alternate State Summative Assessments Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations <input type="checkbox"/> Colorado ACT <input type="checkbox"/> with allowable accommodations for use on the ACT assessment	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12) <input type="checkbox"/> 11 th Grade Alternate Assessment for Colorado ACT
Dual Assessment	*Dual Assessment is NOT an option beginning with the 2014-15 school year. If a student meets the participation guidelines to receive instruction on alternate standards and take alternate assessment based upon those alternate standards, then ALL tested content areas or other state-mandated assessments (ACT) required for the student's enrolled grade level, will be ALTERNATE assessments.	

Exclusionary Factors:

The IEP Team affirms

- ☐ that annual assessment data was reviewed for each content area and
- ☐ the decision for participation in the Alternate Assessment is **NOT** based on:
 1. A disability category or label
 2. Poor attendance or extended absences
 3. Native language/social/cultural or economic difference
 4. Expected poor performance on the grade-level assessment
 5. Services student receives
 6. Educational environment or instructional setting
 7. Percent of time receiving special education
 8. English Language Learner (ELL) status
 9. Low reading level/academic level
 10. Anticipated student's disruptive behavior
 11. Impact of student scores on accountability system
 12. Administrator decision
 13. Anticipated student's emotional duress

IEP Team Consensus: (Record decision on IEP Form)

- ☐ Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic achievement standards and participate in alternate assessment as indicated above.

*** For further clarification of terms used in this worksheet, please refer to the companion document *Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment***

Companion Document: Participation Guidelines for Alternate Standards and Assessment

This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.



Evaluation and Determination of Eligibility for Special Education

When a child is referred for special education services, the school district will use "...a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent..." to build the body of evidence to define a student's characteristics as a learner. The IEP Team will review the evaluation data and follow the [Determination of Eligibility Checklists](#) to document the student's eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented. (20 U.S.C. 1414(b)(2)(A)).

Cognitive Disability

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student's needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation.

Significant Cognitive Disability

While the [Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance](#) issued by the U.S. Department of Education in August 2005 states that alternate achievement standards are intended for "...students with the most significant cognitive disabilities." (p.6) there is no federal definition or single method of determining the most "significant cognitive disability" In Colorado, [ECEA Guidelines for Eligibility](#) are outlined for the disability categories. The Intellectual Disability checklist outlines the criteria for significant cognitive disability. [Guidelines for the Determination of Eligibility for a Child with an Intellectual Disability or Multiple Disabilities](#) also provides guidance in determining significant cognitive disability.

Since the impact of having an intellectual or cognitive disability varies considerably, just as the range of abilities varies considerably among all people, **the designation of "the most significant cognitive disability" is left to the professional judgment of the school psychologist and other professionals contributing to the body of evidence gathered during the evaluation and considered by the IEP Team.** Generally, such students can be characterized as having intellectual functioning **well below average** (typically associated with cognitive measures indicating an IQ below 55, / 3.0 standard deviations or more below the mean) that exists concurrently with deficits in adaptive functioning. This reference is only offered to help distinguish between students who meet eligibility criteria to receive special education services as a student with an Intellectual Disability and students with the most significant cognitive disability. The words "*typically associated with IQ below 55*" allow for some district/school flexibility; **it is not intended to be an absolute requirement.** For students with IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability must be taken into account when considering the selection of alternate academic achievement standards and assessment.

IEP Team decisions must be based upon

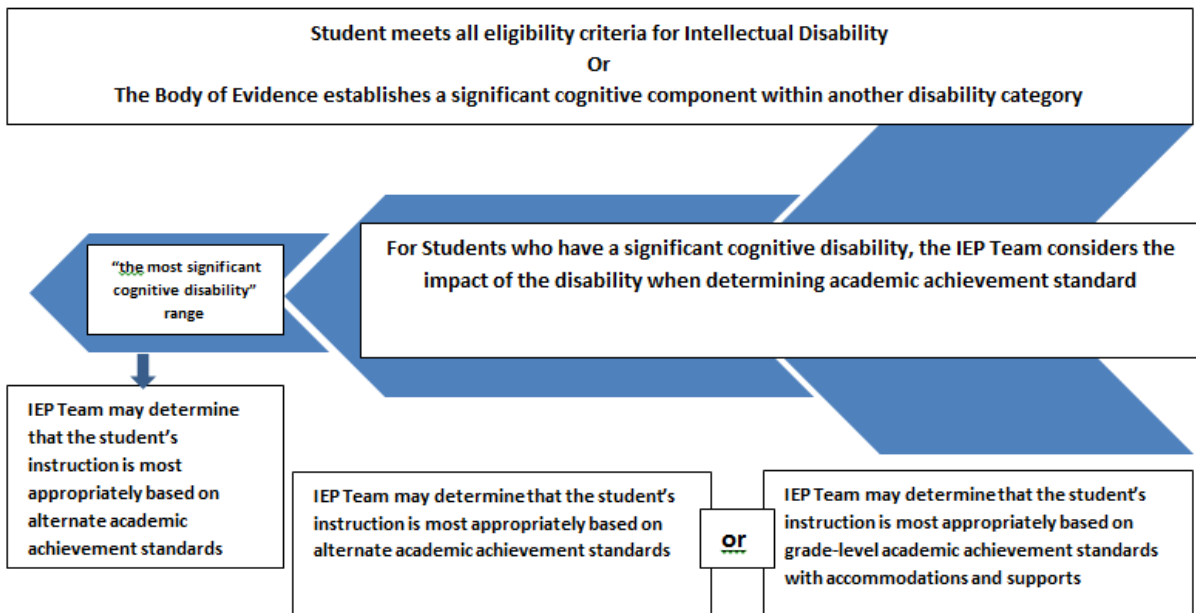
- unique abilities and needs of each individual student
- impact of the disability on educational performance
- professional judgment, supported with a collected body of evidence to support the existence of a cognitive disability that falls within the **significant cognitive disability** range, either as the primary condition, or a secondary component.

Neither the special education disability category nor a given standardized IQ score can be the sole factor considered when determining instructional standards and participation in assessment. In other words, the disability category of *Intellectual Disability* itself or an IQ score below 70 **does not automatically** require that the student receives instruction based on alternate standards or takes an alternate assessment based on alternate academic achievement standards. Some disability categories have eligibility criteria that may inherently exclude significant cognitive disability, (Serious Emotional Disability, Specific Learning Disability, or Speech or Language Impairment for example.)

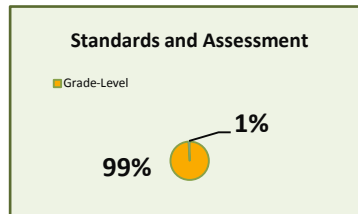
It is the existence of the significant cognitive disability, regardless of a certain disability category, that allows the IEP Team to consider the option of alternate standards and assessment.

Consideration of Alternate Standards for Instruction and Assessment

(Reads right to left – beginning at 2 SD below the mean)



Naturally, it will be a relatively small number of students who have a significant cognitive disability that will meet the participation guidelines to receive instruction based on the EEOs and take alternate district/state assessments based on alternate academic achievement standards. **However, the number of students who meet the participation guidelines is not limited, nor can it be administratively determined.**



Instructional Standards

The **Colorado Academic Standards (CAS)** are expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment.

On August 3, 2011, the State Board of Education adopted **Extended Evidence Outcomes (EEOs)** as alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with a significant cognitive disability. These alternate expectations are directly aligned to the grade level expectations for all students.

Measurable Goals and Objectives

In the IEP, annual goals are based on enrolled grade-level standards and specify the specialized instruction and related services the IEP Team has identified for the student. If a student meets participation guidelines for alternate standards and assessment, the IEP must include measurable annual goals **and** objectives for the tested academic areas. Goals that are non-academic are used to teach skills students need in order access the general curriculum and benefit from specialized instruction.

Accommodations

The IEP Team is also responsible to document instructional accommodations and accommodations for district/state assessment in the IEP. (See the **Colorado Instructional Accommodations Manual 2014-15** for more information.)

Participation in Assessment

The IEP Team determines how individual students participate in assessment programs, not whether they participate. Federal law clearly includes all students in assessment and accountability. Since instruction drives assessment, it is the instructional standard that determines assessment. If evidence of a significant cognitive disability is documented, then the IEP Team will consider the educational impact of the disability to determine the appropriate academic standard for instruction.

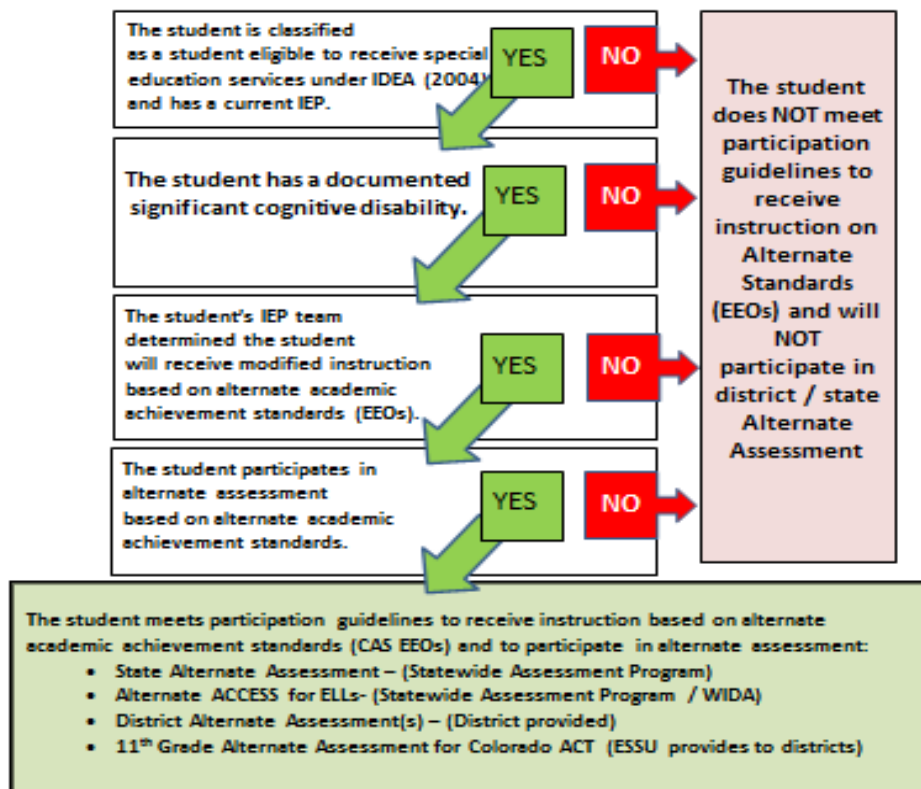
- The IEP Team may choose grade-level instructional standards with/without appropriate accommodations. In that case, the student will participate in grade-level classroom/district/state assessment with or without accommodations. However, if there are compelling indications that the student should receive instruction based on alternate standards and take alternate assessment, those factors must be documented in the IEP.

OR

- If the body of evidence supports the existence of a significant cognitive disability, the student may receive instruction based on alternate academic achievement standards and will participate in alternate classroom/district/state assessment.

Not all students who have a cognitive disability will require instruction based on alternate standards and take alternate assessment based on alternate academic achievement standards.

**Alternate Standards for Instruction and Alternate Assessment
Decision-Making Tree**



(1) Accommodations within the general education curriculum were considered;
(2) the decision to provide instruction and assessment based on alternate standards is NOT primarily due to social, cultural, or economic factors;
(3) The student's achievement is more appropriately measured against alternate achievement standards (EEOs) rather than typical age or grade-level standards.

For questions regarding the Participation Guidelines, please contact the Exceptional Student Services Unit:

Linda Lamirande

Accommodations & Assessment Specialist

Lamirande_L@cde.state.co.us

303-866-6863

Or

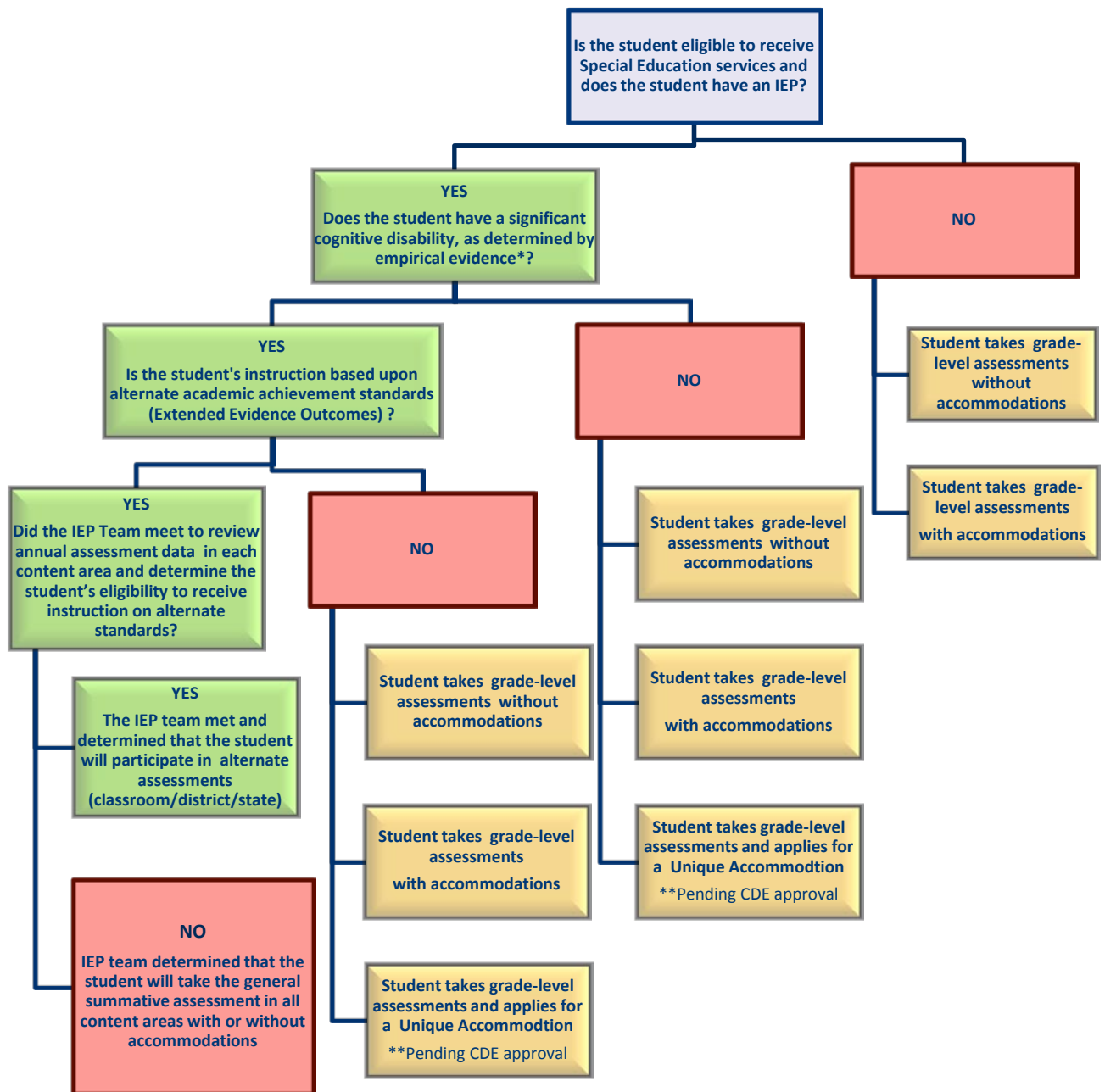
Julia Wigert

School Psychology Specialist

Wigert_J@cde.state.co.us

303-866-

**Decision-Making Process Flow Chart for
Determining Academic Achievement Standard
and Participation in
Alternate Assessment based on Alternate Academic Achievement Standards**



*Empirical Evidence may include, but is not limited to, standardized educational testing, professional evaluation data, and evaluation instruments deemed valid by the professional field.

** **"Pending CDE approval"** is to be documented in the assessment accommodation section of the IEP and the appropriate form submitted to CDE for Unique Accommodation Requests.

Glossary of Instructional Accommodations

Some resource websites have also been included in the chart for your reference. Please consult the **Tables A-N** for more suggestions and websites related to specific areas of disability. **(See the Tools Section for a printable version of the Glossary.)**

***Indicates an Accessibility Feature / Computer-based Testing (CBT) Accommodation**

(Alternate terms or names for the Accessibility Feature or Accommodation)

Accommodations for the Presentation of Content

<div>Accommodations</div> <div>Presentation</div>	*Large Print
	<p>Large print editions of texts, instructional materials, and printed tests are beneficial for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed to accommodate the visual spacing/font enlargement needs of the student. The selected font is often one that is free of serifs (sans serifs). All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print assessments. Measurement tools or items being measured should be retained in their standard increments. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. It is the responsibility of the school district to secure and/or to prepare large print texts and instructional materials. Such materials are not provided to students with visual impairments by the Colorado Instructional Materials Center.</p> <p>American Printing House for the Blind, Inc.</p>
	*Black and White Print/High Contrast * (Invert Color Choice)
	<p>Some students with visual impairment may require text with high contrast ink from the color of the background page. The high contrast enables the student to see the material more effectively.</p>
	General Masking (*Answer Masking – Also see Visual Aids/Organizers)
	<p>The student creates a custom “mask” to electronically cover portions of test items, including passages, as needed. This could be in the form of a ruler, blank card, etc. or electronically show highlighted words, phrases or lines of text.</p>
	Visual Aids/ Organizers (*Highlighter-Highlight Tool)
	<p>The student uses highlighters, template, place marker, masking device, colored overlays, reading guide ruler, or pointer to aid in the presentation of text/graphics.</p> <p>Comparable CBT Accessibility Feature: *Answer Masking, *Background/Font Color (Color Contrast), *Flag Items for Review, *General Masking, *Line Reader Tool, *Highlight Tool</p>

	*Color Contrasting (*Background/Font Color) (Invert Color Choice) (Overlay Color) (External Color Overlays)
	<p>The student changes the onscreen background and/or font color based on need or preference.</p> <p>Black on Cream Black on Light Blue Black on Light Magenta White on Black Light Blue on Dark Blue</p>
	Increased White Space
	Increasing the amount of blank space between items in a paper-based test booklet or between instructional content may help students to better see the presented material and/or maintain visual focus.
<div>Presentation</div> <div>Accommodations</div>	*Magnification Devices (Low Vision Devices)
	<p>Some students with visual impairments read regular print materials by enlarging the print size with magnification devices. These include reading glasses, eyeglass-mounted magnifiers, free standing or handheld magnifiers, and Closed Circuit Televisions (CCTVs)/Video Magnifiers to enlarge print and display printed material with various image enhancements on a screen.</p>
	Computer Magnification / Magnification / Enlargement Device
	<p>Some content and test-delivery systems allow students to manipulate the size of text and graphics presented on the screen. It is important that the system is able to enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams with visual clarity. The system may provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Other desirable features of a computer magnification system would be to allow students to easily move content that is forced off the screen into viewing mode; allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided on the computer; and give students the option of enlarging the entire test interface (including navigation buttons, menu options, and directions) or only instructional or test content.</p> <p>PARCC: The student uses magnification or enlargement devices to increase the font or graphic size. (e.g., telescopes, projector, CCTV, eye-glass-mounted or hand-held magnifiers, electronic magnification systems</p> <p><u>Comparable CBT Accessibility Feature:</u> Large Monitor, Zoom Tool, Magnification/Enlargement Device</p>

	<p>*Braille (Uncontracted Braille)</p> <p>Braille is a method of reading a raised-dot code with the fingertips. There are braille codes specific to literature, math, and science. Some students who are blind/visually impaired will use braille as a primary and/or a secondary literacy modality. *Decisions will need to be made about whether a student will use contracted or uncontracted literary braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task. A certified teacher of students with visual impairment should work with the student's IEP Team to determine the student's need for braille.</p> <p>A student may use a manual braille writer to produce braille. Refreshable braille displays are electronic devices used to read text. This device is connected to a computer via a cable or Bluetooth and produces braille output on the braille display. Braille note takers are electronic devices to read and write braille.</p> <p>Accessible Denver: Resources for the Blind or Visually Impaired</p> <p>*Tactile Graphics</p> <p>Tactile graphic images provide graphic information that can be discerned through touch. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile graphics cannot always capture the same information that is presented in a visual format and/or may be very time consuming for the student to acquire all the needed information in the graphic. In these instances, the student may benefit from an audio description or text/word description of the image.*Presentation Accommodation for students who are blind or visually impaired</p> <p>http://www.tactilegraphics.org/resources.html</p>
	<p>*Paper/Pencil version of computer-presented items</p>
	<p>Only available for students who are unable to take computer-delivered assessment due to a disability. <i>See PARCC Appendix A</i></p>
	<p>Audio Description of Images</p> <p>Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to the website for National Center for Accessible Media</p> <p>Read Aloud (Oral Presentation)</p> <p>A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur effectively when a person is reading to an entire group of students. *<i>See PARCC Appendix I and J for Audio and human reader guidelines</i></p>

	Teacher-Read Directions / *General Directions Clarified
	<p>A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.</p> <p>PARCC: The test administrator clarifies general administration instructions only. No part of the test may be clarified, nor can assistance be provided to the student during testing.</p> <p>Comparable CBT Accessibility Feature: *General Administration Directions Clarified (by test administrator)</p>
	General Administration Directions Read Aloud and Repeated as Needed
	<p>The teacher may read general administration directions aloud to the student and repeat as necessary.</p> <p>Comparable CBT Accessibility Feature: *General Administration Directions Read Aloud and Repeated as Needed (by test administrator)</p>
	Oral Script (*Text-to-Speech)
	<p>If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.</p> <p>*Presentation Accommodation: *Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessment, including items, response options, and passages (See PARCC manual for guidelines to identify students to receive this accommodation.) See <i>PARCC Appendix B test administration protocol</i>; classroom practice should mirror test accommodations</p>
	Read Aloud to Self
	<p>This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.</p>
	*Closed Captioning of Multimedia
	<p>Students who are Deaf or hard-of-hearing view captioned text on multimedia (e.g., video) *Presentation Accommodation for CBT: captioned text of embedded multimedia passages on the ELA/Literacy assessment</p>
	Audio Cassette Tape, Compact Disc, or Digital Recorder
	<p>Written tests and instructional materials can be prerecorded on an AAC device, audio cassette, compact disc, digital recorder, or any other type of assistive technology device which a student accesses with playback. Classroom directions, assignments, and lectures could also be recorded. When taping</p>

	<p>lectures, students may need sit near the speaker, use a quality microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions or pass the microphone). Advantages include ease of operation, portability and low cost. Audio versions of tests and other written materials may need to be supplemented with a print or braille version of the text, so a student can have access to complicated graphic material. Copyright issues may need to be addressed. Consult your Assistive Technology Specialist for recommendations.</p>
Presentation Accommodations	Audio Books
	<p>An audio book is a human-recorded version of a printed book. Some of these recordings contain the full book and some are abridged. Audio books are produced on tape, CD, and in other electronic formats playable on computers and various types of digital media devices. They can be borrowed from libraries, downloaded or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. In most cases audio books are subject to copyright restrictions unless they are specifically designated as public domain works or fall under copyright exemption. (also see Learning Ally)</p>
	<p>Read it LOUD Foundation</p> <p>Colorado Talking Book Library</p>
	Learning Ally
	<p>Learning Ally provides accessible audio textbooks and literature titles for individuals with visual and learning disabilities. The 71,000+ library of audio books are human voice recorded by subject specialists and are available through an individual or institutional membership. In addition to the audio format, Learning Ally is incorporating synchronized text to speech into their collection of books and will gradually add these books to the library. Learning Ally titles can be accessed by downloading through an online account. The books can then be played on the Learning Ally audio app for the iPhone, iPod Touch, or iPad, as well as software for a PC or Mac, and specialized hardware devices. Downloadable DAISY books provide instant access with enhanced navigation, bookmarking, and variable speed control.</p>
	<p>Learning Ally (formerly Recording for the Blind & Dyslexic)</p>
	Electronic Books
	<p>An electronic book (or e-book) is a digital version of a printed book. These books come in a variety of formats. Depending on the source, these books can be read aloud by a computer generated voice using special software or hardware. Unlike audio books, electronic books include the full text so that students can read along while they listen without requiring a printed copy. Digital books are widely available from online bookstores and can be downloaded from several websites. Not all publishers allow their electronic books to be read with computer speech due to copyright.</p>
	<p>Colorado Talking Book Library</p>

Presentation Accommodations	Bookshare.org
	Bookshare is an online library of digital literature and textbooks designed for use by individuals who are blind or have other print related disabilities. The digital books are primarily contributed by volunteers or provided in digital format by publishers. Bookshare provides free individual and institutional memberships to eligible schools and students in the United States. The books are available in DAISY format which is playable with specialized hardware or software.
	Bookshare (access to content)
	Accessible Materials
	Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with print-disabled learners. They include formats such as braille, audio, large print, and electronic text. If a student is unable to read or use standard print based materials but is able to understand the content presented in textbooks and other related core instructional materials that are used across the curriculum, the student may need specialized formats of the curricular materials. For some students, printed instructional materials can be a barrier to participation and achievement in the general education curriculum.
	National Center on Accessible Instructional Materials
	Tarheel Reader - collection of free, easy-to-read, and accessible books on a wide range of topics to share or create Exemplar Text Support - These books are accessible, open-source texts that you and your students can read online, on a reader that uses epub files, or offline as Powerpoint files or printed versions of the books. The books come from the collection of books at Tar Heel Reader. Many of the books were written by teachers across the U.S., Canada, and other English speaking countries.
	*Audio Amplification Devices / Auditory Aids (*noise buffers, *headphones, white noise machines)
	Some students may benefit from hearing assistive technology to enhance their access to auditory instruction. The device used may vary depending on the impact of the hearing loss and personal amplification the student may be using. Amplification enhances the intelligibility of teacher-directed instruction, seating options, and in some cases connectivity with other technology (computers, audio devices, etc). There is an array of options available such as infrared and frequency modulated (FM) amplification systems, in addition to a student's personal hearing aids/cochlear implant(s), to increase clarity of the teacher's voice. An FM system can also be used with headphones. The teacher/speaker wears a small microphone which would transmit to either a classroom and/or device that is worn by the student. A student-worn receiver allows the student to receive consistent voice input regardless of where the teacher is standing in the classroom. When working with students in classroom situations that contain ambient noise, another consideration to improve spoken voice input quality may be a classroom sound field amplification system. The teacher/speaker wears a small microphone, a receiver is placed in the classroom, and the teacher's voice is clearly projected for all students. Check with a certified professional in your administrative unit, such as an educational audiologist to assist with addressing individual student need and refer to the IEP for student's amplification requirements.
	This article outlines the benefit of amplification for all students: Educational Technology Support Center

	<p>White Paper: Classroom Amplification Systems calypsosystems.com/images/uploads/researchstudies/Sound_Amp_whitepaper.pdf</p> <p><u>Comparable CBT Accessibility Feature:</u></p> <p>*Audio Amplification</p> <p>Headphones or Noise Buffers</p>
	<p>Video/ Descriptive Video</p>
	<p>Many books have been made into movies, giving students a visual and auditory way to access literature. Videos are often closed-captioned. Captions are visible when activated. Most television sets can be programmed to display captions. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.</p>
	<p>Described and Captioned Media</p>
	<p>Human Interpreter for a Student Who is Deaf or Hard of Hearing</p>
	<p>Spoken English /Text is signed to the student by a human Interpreter using the student’s preferred mode of communication.</p> <p><u>Comparable CBT Presentation Accommodations:</u> *ASL video for the Mathematics Assessment for a Student Who is Deaf or Hard of Hearing; *ASL Video of Test Directions (If a deaf student does not use ASL, an actual human interpreter and separate test setting will be required. <i>See PARCC Appendix D: Interpreter Accommodation guidance</i></p>
	<p>Word-to-Word Glossary (*Pop up Glossary)</p>
	<p>Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using the accommodation</p> <p>A list of bilingual word-to-word dictionaries</p> <p>authorized for use on PARCC assessments is available at: http://www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf</p> <p><u>Comparable CBT Presentation Accessibility Feature:</u> Pop-up Glossary- student views definitions of pre-selected, construct-irrelevant words by selecting a hyperlink onscreen via a pop-up text box</p> <p><u>Comparable CBT Presentation Accommodations:</u> Word-to-Word Dictionary (English/Native Language)</p>

	Visual Aids/ Organizers (*Highlighter / Highlight Tool)
	The student uses highlighters, template, place marker, masking device, colored overlays, or pointer. Comparable CBT Accessibility Feature: *Answer Masking, Background/Font Color (Color Contrast), *Flag Items for Review, *General Masking, *Line Reader Tool, *Highlight Tool
	Unique Accommodation Request Form for presentation accommodations – <i>See PARCC Appendix F</i> Emergency Accommodation – <i>See PARCC Appendix G</i>



Presentation Accommodations: Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI/vision specialist for specific equipment and software recommendations for classroom and assessment.

Large Print and Magnification	<ul style="list-style-type: none"> • Capacity to self-select print size or magnification • Ability to scroll or advance screen • Apply magnification to screen graphics and tables without distortion • Very gradually consider building visual stamina; avoid visual fatigue
Instructions simplified/clarified	<ul style="list-style-type: none"> • Capacity to self-select audio (screen reader), alternate language or signed versions of instructions and test items (all students wear ear/headphones)
Audio presentation of instructions and test items *General Administration Directions Read Aloud and Repeated as Needed	<ul style="list-style-type: none"> • Ability to self-select audio (screen reader) • Use screen reader that converts text into synthesized speech or braille • Control audio speed and quality of audio presentation • Wear headphones or test individually • Ability to process audio descriptions of graphics and other visual media • Choose to repeat as many times as needed • Ability to understand synthesized voice of reader •

Sign Language	<ul style="list-style-type: none"> • Capacity to self-select alternate versions of written text/ instructions presented in sign language • Capacity to self-select signed versions of instructions and test items • Not feasible to read lips on video • Check equipment compatibility
Languages other than English	<ul style="list-style-type: none"> • Capacity to self-select alternate language versions of test items in written or audio format • Be aware that translation may require different speed than English • Use machine translation capabilities • Check compatibility of interfaces • Enable pop-up translation features
Braille	<ul style="list-style-type: none"> • Ability to use screen reader to convert text into synthesized speech or braille • Provide tactile graphics or three-dimensional models for some images • Select screen and text colors • Check compatibility of equipment and interfaces • Express need for additional time if necessary
*Highlighters or Place holder	<ul style="list-style-type: none"> • Capacity to self-select highlighter tool
Graphics or images that supplement text	<p>*Carefully consider images selected for presentation; avoid complex backgrounds or wallpaper that may interfere with the readability of overlying text</p> <ul style="list-style-type: none"> • Select alternative text or “alt tags” for images
*Paper/pencil format	<ul style="list-style-type: none"> • Select for students who are not yet computer literate
*Use of Color	<ul style="list-style-type: none"> • Ability to self-select appropriate screen and text color
Multiple column layout	<p>*For classroom presentation, keep in mind that linear presentation order needs to be logical.</p>

Book Creators:	<p>Book Writer (can add video and sound) (fee) Create Book from Text: Txt2Book (fee) https://itunes.apple.com/us/app/txt2book-create-book-from/id492393388?mt=8</p> <p>CAST Book Builder http://bookbuilder.cast.org/</p> <p>Tarheel Reader http://tarheelreader.org/ (Literacy!)</p>
Class collaboration	<p>Edmodo – web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices.</p> <p>http://www.educatorstechnology.com/2013/06/a-handy-guide-to-everything-teachers.html</p>

See [PARCC Manual](#) for complete information on Presentation Accessibility Features and Accommodations

Response Accommodations

Response	<p>*Speech-to-Text/Voice Recognition Software</p> <p>Speech-to-text conversion, or voice recognition, allows a student to use his/her voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Allow ample time for instruction and practice when using these types of devices.</p> <p>Comparable CBT Response Accommodation: Speech-to-Text/Dictation/Transcription or Signing for Mathematics See <i>PARCC Manual</i> for considerations</p>
	<p>Braille / *Braille Notetaker</p> <p>A braille is a machine used to produce text in braille. As combinations of its six keys are pressed, the braille cells are embossed on the paper rolled into the machine. Some students use an electronic braille device or note taker, in which the braille is stored in the machine for later embossing through an alternative computer port. Such tools are procured by a teacher certified in the area of visual impairments. Consult your teacher of students with visual impairments (TVI) for recommendations for individual students.</p> <p>*Response Accommodation: See <i>PARCC Test Administration Manual</i> for transcription guidelines</p>
	<p>Voice Recording Devices (Digital Recorder)</p> <p>A student uses a tape recorder or other recording device to record class work or test responses rather than writing on paper. The student can add voice narration on Powerpoint presentations or other digital media.</p>

Computer or Personal Portable Keyboard (*Writing Tools –cut/paste/copy/underline/bold/insert bullets)

Computers, or other word processing systems, allow a student to produce a written response to instructional materials or assessments. Students should receive adequate instruction and time for use in order to build fluency and independence.

Alternative Pencils (Partner Assisted Scanning)

Alternative “pencils” have been designed for students who are unable to hold a traditional pencil or physically manipulate a keyboard. Instead, the alternative pencils tap into students’ other developing abilities. For example, the alphabet eye gaze frame may be helpful for students who are learning to eye gaze. The print flip chart or onscreen keyboards may be helpful for students who are learning to use switches. The Braille flip chart may be useful for students who are blind. These are just a few examples. For many of the pencils, perfect vision and/or hearing are not needed. Examples of alternative pencils students may use for response include Alphabet Eye Gaze Frames, Print Flip Chart, Braille Alphabet Flip Chart, Alphabet Intellikeys Overlays, and Switch Accessible Onscreen Alphabet Keyboards.

[Center for Literacy and Disability Studies – Univ. of North Carolina-Chapel Hill](#)
Writing with Alternative Pencils

Wireless Devices

iPads, tablets, and other wireless devices have become useful tools for students as both presentation and response accommodations. A list of software and devices that have no known conflicts with TestNav8 can be found at <http://pearsononlinetesting.com/TestNav/AT/>

*Scribe – English Spoken/ Spanish Spoken / Other

A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Following the dictation, scribes should request clarification from the student about the use of capitalization and punctuation, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to become familiar with the content-area vocabulary involved and understand the strict boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. The use of a scribe should be limited as it inhibits a student’s ability to produce his/her work independently. **Appropriate assistive technology should be provided, taught, and used whenever possible. The educational goal is for the student to be able to produce work independently.** Examples of inappropriate use of a scribe may include: "The student can tell much more than he/she can write." or "This student can do so much better with a scribe." Such statements may well be true for many students. However, such a reason indicates convenience rather than need and may result in educational advantage. A scribe is not to be routinely used because a student lacks language competency, handwriting fluency, or spelling skill. Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.

PARCC: The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing.

***Comparable CBT Presentation Accommodations:** *Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response (not

Response Accommodations	constructed response) items on the English Language Arts/Literacy assessments.
	See <i>PARCC Appendix C: Protocol for the Use of the Scribe Accommodation</i>
	Calculator /* Calculation Device and Mathematics Tools
	If a student's disability affects math calculation, but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used for instruction. It is important to determine whether the use of a calculation device is a matter of convenience, or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics/science problems are to be calculated without a calculator. The abacus functions as a paper and pencil device for students with visual impairments. Student uses a calculation device or manipulatives to respond to questions.
	Comparable CBT Presentation Accommodation: *Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments) *See <i>PARCC manual</i> for guidelines to identify students to receive the accommodation of a calculation device
	Spelling and Grammar Devices
	The use of a dictionary may be beneficial for assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device. Comparable CBT Accessibility Feature: Spell Checker
	*Word Prediction
	Word prediction software can work in various modes of operation based on the student's needs. This accommodation provides a word list pop-up tool that can assist the student with word choice and spelling based on the letters that a student types on the screen. The student uses word prediction software that provides a bank of frequently- or recently-used words as a result of the student entering the first few letters of a word. Comparable CBT *Presentation Accommodation: Word prediction on the ELA/Literacy Performance-Based Assessment *See <i>PARCC manual for guidelines</i>
	Word Prediction Software Comparison Chart: http://www.spectronicsinoz.com/article/word-prediction-software-comparison-chart Write Online (fee for license) http://www.cricksoft.com/us/products/tools/writeonline/special-needs.aspx
	Prompt / Encourage Student Responses
	Some students may respond to prompting or encouragement to maintain focus during instruction or testing. On a paper-based task, teachers may encourage or prompt the student to continue. For example, a teacher may walk by a student's desk and point to a picture symbol or card that encourages the student to refocus on the work at hand. In a computer-based environment, the system can be programmed to generate a prompt after a predefined number of minutes elapsed since a student interacted with the content.

	Comparable CBT Accessibility Feature: Redirect Student to the Test (by test administrator)
	Organization Tools Organization tools include graph paper, highlighters, place markers, and scratch paper. Students may not be allowed to write in books owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins. Text/graphics may also be scanned to produce an electronic copy that the student can access via technology (e.g., screen reader, etc.)
	*Eliminate Answer Choices
	Cross out unselected responses as a decision-making strategy on pencil/paper tasks Comparable CBT Accessibility Feature: Computer based accessibility feature available to all students; *Flag Items for Review
Response Accommodations	Graphic Organizers *NotePad Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story, informational text, or writing elements through graphics. Comparable CBT Accessibility Feature: student writes and edits notes using embedded NotePad application
	Specialized Paper
	Some students require special paper in order to respond in writing. Some examples include graph paper, paper with raised lines, or paper with colored/highlighted lines.
	Additional Paper / *Blank Paper
	Some students may benefit from having additional paper available to use during instruction. This paper may be blank (scratch), lined, graph, or other paper.
	Comparable CBT Accessibility Feature: Blank Paper provided by test administrator
	Slant Boards
	Slant boards often help students with motor fatigue or students who need closer visual accesses to print material. An inclined surface may assist in maintaining better posture, thus allowing a student to respond in writing with less fatigue.
	Pencil Grip / Large #2 Pencil
	A pencil grip/large #2 pencil that the student is accustomed to using may help the student with motor fatigue and thus allow the student to respond in writing.
	Abacus / Tactile Math Manipulatives
	Some students require an abacus or physical objects in order to accomplish math calculations. Some examples include raised touch math dots, counters, number lines, 1-100 chart, raised line graph paper, shape construction board, braille ruler, or protractor.

	Other Response Accommodations (*Additional Assistive Technology – determined by individual need)
	Some students may have other response accommodations in place during instruction to help them access the learning objectives. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation.
	Comparable CBT accommodation: External Assistive technology devices; See <i>PARCC compatibility guide</i>
	Unique Accommodation Request – See <i>PARCC Appendix F</i>

See [PARCC Manual](#) for complete information on Response Accessibility Features and Accommodations



Response Accommodations: Technology

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

Write Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none"> Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand) Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none"> Ability to use speech recognition software to dictate response Ability to use multiple options to indicate response (listed above)
Braille Tape Recorder Paper/pencil response	<ul style="list-style-type: none"> Ability to use speech recognition software Ability to operate equipment and dictate response Capability of producing response using braille writer or other equipment Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none"> Ability to self-select the spell-check option

	<ul style="list-style-type: none"> • Capacity to disable option when spelling achievement is being measured • May have implications when using speech recognition software
Calculator	<ul style="list-style-type: none"> • Ability to self-select calculator option • Capacity to disable option when math fluency is being measured
English or bilingual dictionary / glossary	<ul style="list-style-type: none"> • Ability to self-select dictionary option • Ability to access pop-up definitions built into assessment • Capacity for use of multiple languages
iPad Apps for Differentiation	<ul style="list-style-type: none"> • Anne Beninghof's Ideas for Education – Reading Comprehension Booster iPad app (purchase) http://www.ideasforeducators.com/ • Anne's Blog: http://www.ideasforeducators.com/idea-blog.html • <i>15 iPad Skills Every Teacher and Student Should Have</i>, Educational Technology and Mobile Learning http://www.educatorstechnology.com/2013/01/15-ipad-skills-students-must-have.html • Create iBooks on the iPad (fee) https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8

Setting / Environment Accommodations

Setting / Environment Accommodations	Reduce Distractions to the Student and Auditory Sensitivity Accommodations
	<p>A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Preferential seating near the teacher's desk or in the front of a classroom may be helpful for some students. Enclosed classrooms may be more appropriate than open classrooms. Study carrels or other means of focusing sightline may be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best non-glare lighting.</p> <p>Noise cancelling headphone, earplugs, earphones or other noise buffers not connected to any audio device are available to all students.</p>
	Auditory Calming/Music /Noise Buffers
	Some students concentrate best while wearing noise buffers such as earphones, earplugs, or music.
	Reduce Distractions to Other Students
	Some students use accommodations that may distract other students, such as having an oral administration or scribe. In addition, some students might perform better when they can read and think aloud, or a student may make noises or use equipment that distracts other students. Distractions to other students are reduced by using these accommodations in individual settings.
	Change Location to Increase Physical Access or to Use Special Equipment
	Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station or in a study carrel. Provide space for a guide or working dog, and explain to other students that the dog is working and should be ignored. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general.
	Adaptive Furniture/Equipment
	Some students benefit from the use of adaptive or customized furniture to aid positioning during instruction or assessment. Other students may find it helpful to use a slant board or wedge to minimize visual fatigue and provide a better work surface.

	Special Chairs
	Some students may need to physically move during instruction and have a difficult time sitting in a regular chair, so ball chairs or rocking chairs may be beneficial. Another way to accommodate this type of need is to modify a regular chair by adding a cushion or a small ball.
	Fidget Toys
	Some students may need something in their hand to manipulate as they work in order to focus their attention. Some examples of these are small balls, pieces of textured cloth, or putty.
	For additional suggestions, consult your school's Occupational Therapist or Physical Therapist.
	Weighted Vests
	Some students may require accommodations that provide proprioceptive input and aid in self-regulation; items such as weighted vests or blankets may assist in calming or focusing a student's attention to the task at hand.
	Thera-tubing or Stretchy Bands
	Thera-tubing is often used as a replacement accommodation for foot tapping. These bands provide students resistance and are used as a calming or focusing accommodation.
	Other Setting/Environment Accommodations
	Some students may have other setting/environment accommodations in place during instruction to help them access the learning objectives. The accommodation should also be documented in the student's IEP or Section 504 Plan as an instructional accommodation.



Setting / Environment Accommodations:

Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

Note: The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist, behavior specialist or TVI/vision specialist for specific equipment and software recommendations.

Writing Alternate Pencil Augmentative Communication Device	<ul style="list-style-type: none">• Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand)• Partner Assisted Scanning to select letter for multiple choice
Scribe	<ul style="list-style-type: none">• Ability to use speech recognition software to dictate response• Ability to use multiple options to indicate response (listed above)• Focus on student producing work independently with assistive technology support rather than human scribe
Brailler Tape Recorder Paper/pencil response	<ul style="list-style-type: none">• Ability to use speech recognition software• Ability to operate equipment and dictate response• Capability of producing response using braille writer or other equipment• Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas Use paper and pencil in place of computer (e.g. or composing extended response items)
Spell Check	<ul style="list-style-type: none">• Ability to self-select the spell-check option• Capacity to disable option when spelling achievement is being measured• May have implications when using speech recognition software

Calculator	<ul style="list-style-type: none"> • Ability to self-select calculator option • Capacity to disable option when math fluency is being measured
English or bilingual dictionary/ glossary	<ul style="list-style-type: none"> • Ability to self-select dictionary option • Ability to access pop-up definitions built into assessment • Capacity for use of multiple languages

Timing /Scheduling Accommodations

Timing/Scheduling	*Extended Time
	A student's educational team is to determine, based on documentation, a specific amount of extra time to complete assignments, projects, and tests. Data can be collected to assist in the calculation of a typical amount of time that a student requires to perform a given task. For timed tests, a standard extension may be time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute time limit. For rare cases, double time may also be allowed. Decisions should be made on a student-by-student basis and evidenced with the collected data. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs (time and 1/2, double time, etc.) should be documented in the IEP based on gathered evidence of need. Students who have too much time may lose interest and motivation to do their best work, while others may simply need additional time to complete work independently.
	Comparable CBT Presentation Accommodations: *Extended Time See <i>PARCC Appendix E</i> for guidelines
	Multiple or Frequent Breaks
	Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. If the length of a break is predetermined, a timer might be used to signal the end of the break. In an assessment, the breaks do not extend the allotted time.
	Change Time of Day, Schedule, or Order of Activities
	If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day in order to reduce fatigue for students who are medically fragile or have significant support needs.
	Verbal/Visual/Tactile Prompts to Stay on Task
	Such prompts as general verbal reminders ("Keep on/continue working" or "Stay on task"), visual reminders (picture symbols or color-coded cards), and tactile reminders (gentle touch on the hand or arm, soft tap on the table, paperclips to divide tests into sections) may be used to refocus student attention.
	Comparable CBT Accessibility Feature: Redirect Student to the Test (by test administrator)
	Countdown Timers
	Countdown timers allow the student to track how much time is left for timed assignments or assessments.
	Other Timing/Scheduling Accommodations
	Some students may have other timing/scheduling accommodations in place during instruction to help them access the learning objectives. The needed accommodation should also be documented in the student's IEP as an instructional accommodation.

See [PARCC Manual](#) for complete information on Timing and Scheduling Accommodations

Discussion Questions for Parents Accommodations in Instruction and Assessments

About Instruction

- Is my child expected to work toward enrolled grade-level or alternate achievement standards? Does this affect what types of accommodations / modifications are available to my child in instruction?
- What accommodations does my child need to access and achieve the academic standards?
- Are there accommodations that could be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help the student access and learn content or help them in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?
- How are the various staff members who work with my child in all subject areas providing accommodations?

About Assessment

- What are the tests my child needs to take, what do they measure (e.g., grade-level or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on state assessments also provided for district tests?
- Can my child participate in a computer-based assessment with or without accommodations?
- If my child is taking the alternate assessment how will he/she access the assessment?
- Are there any local consequences for my child participating in an alternate assessment? What are my child's graduation options?
- How will my child's test scores count?
- Has my child received instruction in how to access and use the various accessibility features and accommodations identified in the IEP? Has there been sufficient time to develop fluency?

Is there evidence to support the need for each accommodation documented in my child’s IEP or 504 Plan?

Do data indicate the need to revise or discontinue provided accommodations?

How does my child indicate his/her preferences for specific accommodations?

If an accommodation used in instruction is not allowed or is not available on an assessment, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

Other discussion items:

Adapted from the *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*. Questions are based in part on questions and content from: NCLD’s Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003) By Martha Thurlow, Judy Elliott, and James Ysseldyke.

Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. However, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a description or example of possible accommodations to give the student a good understanding of the range of accommodations that may be considered.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. Make a list of the classes you are taking now. Then think about accommodations that could help you access the information and tasks needed in each class. Write down what accommodations you think might be helpful for you.

Classes

Accommodations

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

6. What technology is most helpful for you?

Dos and Don'ts When Considering Accommodations

Do	Don't
make accommodation decisions based on individualized needs	make accommodation decisions based on whatever is easiest to do (e.g., reading to student or scribing instead of using technology)
select accommodations that reduce the effect of the disability to access instruction and demonstrate learning	select accommodations unrelated to documented student learning needs select accommodations intended to give students an unfair advantage
be certain to document instructional and assessment accommodation(s) on the IEP, Section 504, or other formal plans	use an accommodation that has not been documented on the IEP, 504 or other formal plan
be familiar with the types of accommodations that can be used as both instructional and assessment accommodations	assume that all instructional accommodations are appropriate for use on state assessments
be specific about the "Why, What, Where, When, Who, and How" of providing accommodations. Keep service logs or other forms of documentation of accommodation use and effectiveness	simply indicate an accommodation will be provided "as appropriate" or "as necessary"
refer to state accommodation policies and understand implications of selections	check every accommodation possible on a checklist simply to be "safe"
evaluate accommodations used with input from the student	assume the same accommodations remain appropriate year after year or that the student is willing to use the accommodation
get input about accommodations from teachers, parents, and students, and use it to make decisions at a meeting for the IEP, Section 504 or other formal plans	make decisions about instructional and assessment accommodations alone
Routinely provide accommodations for classroom instruction	provide an assessment accommodation for the first time on the day of a test
select accommodations based on specific individual needs in each content area	assume certain accommodations, such as extra time, are appropriate for every student in every content area

Data Collection Tool

This chart can be used to track different aspects of how a student uses an accommodation in your classroom and to help inform decision making on assessment accommodations.

Student _____ Date _____

List accommodations the student uses in the classroom. Then apply the questions in the chart and record your observations.

Questions	List Accommodations				
1. Is it noted in student's IEP, 504, or other formal plan?					
2. For what task(s) is it used? (e.g., task type or content/standard)					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance? (e.g., Aide, peers)					
6. Notes: (e.g., does one accommodation seem more effective than another on a task, etc.					

Adapted from the Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.

Evaluation of Accommodation Use Form

Student:	School Year:	Return To:	Return By:			
Class:	Teacher:					
<div>+ = Very Effective</div> <div>✓ = Provided</div> <div>x = Refused the Accommodation</div> <div>0 = Provided, but Not Effective</div>	General / Alternate Assessment					
	District Assessment: _____					
	<input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Social <input type="checkbox"/> CoAlt					
	<input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> 11th Grade Alternate					
Instructional Accommodations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

*If you would like this chart in the Excel format, so that you can customize it for your use, please email Lamirande_I@cde.state.co.us or call 303-866-6863



Infused Skills Grid

School Name: _____

Student Name: _____ Age: _____ Grade: _____

Parent/Guardian: _____ Phone: _____ Email: _____

Inclusion Support Teacher: _____ Phone: _____ Email: _____

Class	Room

Infused Skills

Activities/Subjects/Environments

Check here if the infused skill has been identified by:	Family								
	Student								
	Peers								
	School								



For further information on the use of this tool, please see "Inclusive Elementary Schools: Recipes for Success" and "Deciding What to Teach and How to Teach It" published by PEAK Parent Center, Inc."

www.peakparent.org

© 2010 PEAK Parent Center, Inc. All rights reserved. Permission to reproduce may be obtained from PEAK Parent Center.

After-Test Accommodations Questions

Use this form after a test to interview a student about the accommodations provided, ease of use, effectiveness, and whether it should be used again. Also, note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student _____ Date _____

Questions	Test Taken / Date			
	List accommodation provided			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? (Are adjustments needed?)	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student Comments:

Student signature _____

Assistant signature (if applicable) _____

Section IV: Technology

Finally, just as the use of accommodations on paper/pencil tests has increased awareness and use of accommodations in the classroom, so can opportunities to use the built-in accommodation features of computer-based tests encourage and increase the use of those features in classroom and other environments.

(Thompson, Thurlow, Quenemoen, & Lehr (2002))

Despite the potential advantages, computer-based instruction and assessment cannot take the place of quality instruction in the classroom. Simply improving access and providing various systems of delivery may not necessarily result in improved instruction. Improved learning depends upon the quality of instruction and not on the medium through which it is delivered. However, students must have access to information in order to have a fair chance at performing well. Think of technology as a way of improving access to quality instruction.

There is a plethora of software programs and websites available to educators that can help students develop the keyboarding skills and critical thinking skills needed for computer-based instruction and assessment. Obviously there are many considerations for using accessibility features, accommodations and assistive technology with computer-based instruction. It is beyond the scope of this manual to provide lists of every assistive technology device and available apps and software; however, some selected resources are offered in the **Glossary of Instructional Accommodations** at the end of each section for Presentation, Response, Setting/Environment and Timing/Scheduling Accommodations. (See Section III)

Role of Computer Technology

Technology has been called “the great equalizer” in a classroom with diverse learners. For instruction, the primary goal of using technology for instruction and for assessment is to reduce or remove barriers that block access to information. However, assistive technology is not always just for students with disabilities; it can be used to help any student with motivation, academic skills, and social development. The sections below focus on different types of disabilities and special needs and offer descriptions of computer applications and devices can help make it possible for students with a disability to receive instruction. The following information is extracted and condensed from the article, “Use of Computer Technology to Help Students with Special Needs” by Ted S. Hasselbring and Candyce H. Williams Glaser.

Definition of Technology

Technology for students with special needs is defined by federal law as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. (Amendments to the Individuals with Disabilities Education act. Public Law 105-12, title I, part A § 602(3)(June 4, 1997)

Technology for Students with a Disability

The following sections list several types of computer activities that can be integrated into classroom instruction and may have benefits for students with a disability. (Information excerpted from Hassebring and Williams-Glaser, 2000 and other Internet sources.) Disability specialists should be consulted for more specific technology solutions for students; these are offered as general considerations. The field of technology is ever-changing with not only improvements, but also less expensive options. Remember—if there’s a roadblock for a student—*there’s an app for that!* This is by no means intended to be an exhaustive list. Additional suggestions may be found in the Tables A-N that correspond to Student Characteristics. See Section III: Tools.

Digital Literacy

The first priority is to use technology and media to expand readers’ access to, and successful understanding of, a range of texts for varied purposes. The second priority is to use technology and

media to expand students' composition and communication to include multimodal composition. In other words, focus instructional time and resources on developing students who are strategic, successful, digital readers, and composers. This will require a shift in literate identity and self-efficacy – from a struggling reader/writer who feels inept in the academic world of text to someone who has confidence in his/her ability to read and compose with digital tools and media, and who understands how to leverage out-of-school literacies and technology skills for academic purposes (Alvermann, 2011).

Technologies for Students with Learning and Behavioral Disorders	<ul style="list-style-type: none"> • Audio recordings of textbook material and answers to chapter or workbook questions; scan text and read aloud with synthesized or digital voice • Software that allows student to draw responses • Word processing- allows students to participate in writing activities with greater ease; screen masking to limit amount of material presented on the screen at once • Word prediction software – reduces the number of keystrokes that are required to type words and provides assistance with spelling. With audio allows students to hear their selections read back • Communication technologies – expands the learning environment and provides increased opportunity for collaborative learning • Networking technologies- allows access to electronically linked resources with the click of a mouse • Use of hypertext (text-based documents) and multimedia (text, photographs, television, video, sound, graphics) projects that allow students to express their knowledge other than in writing and also allows students to access learning material in different formats • Semantic mapping software for outlining and organizing writing
Technologies for students with Speech and Language Disorders	<ul style="list-style-type: none"> • AAC Devices – augmentative and alternative communication devices are designed to support or enhance speaking capability • Range from high tech to low tech—many options now available on the open market (e.g. iPad with iCommunicate) • Portable • Allow communication through word

	<p>selection/pictures/graphics</p> <ul style="list-style-type: none"> • May have incorporated synthetic or digital speech output • Written output can be printed • Word prediction software (e.g. Co: Writer) • Talking word processor (e.g. Write: OutLoud) • Use Voice Mail as a short recording method for students to record read aloud assignment from home
Technologies for Students with Hearing Impairments	<ul style="list-style-type: none"> • Wide range of assistive listening devices (ALDs) • Personal amplification (hearing aids/ cochlear implant) • Captioning – video and real time (CART) • Frequency-Modulated (FM) Amplification systems – link a teacher’s voice to the student’s hearing aid thereby reducing background noise; allows freedom of movement around the classroom • Infrared Systems – transmit clean clear sound without the hassle of wires and cords • TDDs – displays incoming and outgoing messages • Telephone text messaging • Captioned television • Live Speech Captioning CART transcriptionist displays words as they are spoken on a computer monitor
Technologies for Students with Visual Impairments	<ul style="list-style-type: none"> • Large-print materials • Specialized magnification lenses or electronic enlargement • Taped recordings/podcast • Braille translations • Descriptive video services (DVS)- provide narrative verbal descriptions of visual elements; enabled on televisions with SAP switch so user can hear descriptive video, such as sets, costumes, characters’ physical description, and facial expressions. • Synthetic and digital speech synthesizers; referred to as text-to-speech or screen readers; reads aloud any text found on the computer screen; facilitates rereading and editing for previously written text • Closed-Circuit Television Magnification (CCTV)- projects text or graphic material from a camera

	<p>lens to a video monitor</p> <ul style="list-style-type: none"> • Optical Character Recognitions (OCR) allows books or textbooks to be placed on a scanner and have the text interpreted and read using synthetic or digital speech • Braille Notetakers-small portable devices that enable students to enter and store braille characters as words and/or sentences; allows text-to-speech review; capable of printing standard text into braille or paperless “refreshable braille” • Digital audio recorders for recording lectures and later playback and review
Technologies for Students with Severe Physical Disabilities	<ul style="list-style-type: none"> • Switches to control access to adaptive devices promote independence • Alternative input devices can assist or replace the use of a traditional keyboard • Adaptive keyboards-replace standard keys with larger keys; reduced number of keys on the keyboard; keys in alphabetical order; brightly colored keys; keys more sensitive to touch • Infrared sensors with pneumatic switches worn on the head to move the cursor on the screen; activated by inhaling or exhaling through a plastic tube enables the user to move the mouse by a “sip and puff” to type out information on a keyboard displayed on the monitor • Voice recognition systems-bypasses the keyboard by using voice commands that are programmed into the computer; allow students to operate application programs, dictate to a word processor and enter data into spreadsheets • Specially designed equipment • Touch-Sensitive Screens with multiple screen overlays that can be used for a variety of tasks • Alternate pencil – alphabet flip chart for partner assisted scanning • Eye gaze frame <p>http://www.med.unc.edu/ahs/clds/products/available-or-purchase</p>
Barriers to Effective Use of Technology for Students with Disabilities	<ul style="list-style-type: none"> • Lack of appropriate technology training for teachers, both pre-service and in-service teachers, to carry out a plan of action

	<ul style="list-style-type: none"> • Cost or perceived cost (many technologies are becoming cheaper or even free) • Device compatibility issues
--	---

*See *Glossary of Instructional Accommodations* and **Tables A-N** in Section III: Tools for additional suggestions.

Adapting Content with Technology

Just as the use of technology can offer multiple means of presentation, response and engagement, it also can provide a way for curriculum content to be accessible for students with a disability. It is always important to keep in mind that you begin with the needs of the learner, and let the technology follow. The real power of technology lies within the teacher's ability to customize and differentiate instruction through content, process, product and environment, according to student readiness, interest and learning style. Technology can facilitate both using different content to teach the same subject to students with different needs and to also enhance or augment existing content to make it accessible to all students.

Inherent within the nature of technology is rapid design and development. Now with the use of the worldwide web, the range of resources for teachers and students seems to be almost without limit. While it would be a near impossibility to list all of them, the following list of resources have been gleaned from the literature and are referenced under Resources on the Section IV: Technology Contents page. Teachers should review and select with discretion; some resources are free while others may require a fee. CDE makes no recommendation or endorsement of vendor products.

Teacher Resources

TechMatrix is sponsored by the National center for Technology Innovation and the Center for Implementing Technology in Education. The consumer guides and links to software and assistive technology devices provide help resources for teaching science, math, reading and writing using technology for students with a disability.

National Center for Learning Disabilities – AT Resources for teachers <http://www.ncld.org/students-disabilities/assistive-technology-education>

The **Statewide Augmentative Alternative Communication (SWAAAC)** project provides a wide variety of cost effective, readily accessible support services all around the state of Colorado. Access the SWAAAC Guidelines Manual <http://www.swaaac.com/>

Assistive Technology Internet Modules- OCALI project offers online training modules- (FREE! Unless you want certificates, then it's \$10 for each hour) <http://www.atinternetmodules.org>

Using Technology to Access Content

Video: <http://www.learnnc.org/lp/multimedia/19117>

- Videos are associated with the article [“Inclusion in the 21st-century Classroom: Differentiating with Technology”](#) (Hobgood and Ormsby (2011))

	<i>Co: Writer and Write:OutLoud</i> <i>ClaroRead</i>	word prediction with audio, homonym checker, and spell check; USB device available (fee)
Prefers choice	<i>Think-Tac-Toe</i>	Allows student to select assignment for differentiating instruction
Tactile issues	Bamboo drawing pads (Wacom) <i>Scribble Screen</i> download (Mac)	Encourages students to write their work in order to see where errors occur
Needs high interest leveled reading	<i>Time for Kids</i> <i>Newsela</i> <i>Education City</i> <i>iReady</i> (Curriculum Associates) Start-to-Finish Online International Children's Library Tumble Book Library	Current events for Kids Current events with ability to adjust Lexile level Online activities and interactive whiteboard activities Don Johnston – accessible library Digital library- pictures books in 61 languages
Difficulty with phonics / spelling	<i>Simon S.I.O.</i> <i>WordMaker</i> <i>Write to Learn</i>	Don Johnston – accessible phonics and spelling Improve writing quality with formative feedback
Difficulty attending to lecture or reading lengthy text	Video-streaming subscription site offers searchable database for topics and levels; includes closed-captioning to reinforce language and vocabulary with spoken and written speech at the same time. Dictionary Support <i>Discovery Education Streaming</i>	Provides verbal and textual input that can be supplemented with visual reinforcement by video or images Support for word meaning Digital textbooks

	Screen reading software	Reads aloud text from a webpage or document using synthesized voice (student wears headphones)
Benefits from visual support to augment background knowledge	Flickr MorqueFiles Wikimedia Commons	Searchable access to images
Needs alternate response mode	<i>PollEverywhere.com</i>	Allows student response via cell phones with text messaging
Enjoys gaming	(older students) <i>Quest Atlantis</i>	Explore Virtual worlds
Needs same content at different levels of text complexity	<p>Textbook publisher's digital textbook offer a variety of supports, such as pronunciation guides, text-to-speech, vocabulary support and features to allow the reader to format text to improve readability. Visit the publisher's website.</p> <p>Bookshare</p> <p>CAST UDL book Builder</p> <p>Tarheel Reader</p> <p>Exemplar Text Support</p>	<p>Digital format can incorporate interactive media directly within the text. Digital textbooks, eBooks and audiobooks provide both online and CD-based options</p> <p>Federally funded; allows registered users to download books, textbooks, and newspapers that can be accessed by text-to-speech readers</p> <p>Free digital book database and book builder to create, share, publish and read digital books</p> <p>Univ. of NC at Chapel Hill Center for Literacy and Disability Studies offers support for students with significant support needs. Tarheelreader is a growing free library of accessible, beginning level readers for students of all ages. You have access to images and can write your own books.</p>

	<p><i>Microsoft Word</i></p> <p><i>Adobe Acrobat pdf (under View) enable read aloud (free)</i></p>	<p>Reading passages can be copied and pasted into Microsoft Word to allow students to use such tools as highlighting, and grammar support. The comment feature can facilitate editing.</p> <p>Adobe acrobat can read aloud any document in pdf format</p>
Scanning and Reading Software	WYNN Wizard Scanning and Reading Software includes optical character recognition and ability to scan printed pages and convert them to electronic text. Speech synthesis enables scanned text to be read aloud	www.freedomscientific.com
Difficulty attending	REDCAT sound panel hardware system increases the intelligible sound of a teacher's voice. No installation required to produce clear, natural sound for the classroom.	www.lightspeed-tek.com

Using Technology to Differentiate by Process

Video: <http://www.learnnc.org/lp/multimedia/19120>

Information excerpted from Hobgood and Ormsby's article "*Inclusion in the 21st-century classroom: Differentiating with Technology*" to offer a variety of ways teachers can use technology to differentiate by process.

Flexible Grouping allows teachers to prepare for two, three or four basic groups	<p>Organize groups according to</p> <ul style="list-style-type: none"> • Ability/readiness • Interest • Learning profile <p>Group students differently depending on the type of activity or learning objective and allow students to move between groups.</p>
--	--

Processing and Recording Information	Technology can support notetaking and math calculation. Microsoft Word offers a free Mathematics Add-in to create graphs and solve equations within a word processor.
Manipulating Information	Virtual manipulatives can be helpful for students with processing difficulties or kinesthetic learners. <i>National Library of Virtual Manipulatives</i> is supported by the National Science Foundation
Extending Access to class content beyond the instructional period	Online course platforms like <i>Moodle</i> and <i>Blackboard</i>
Online class access	Free tools: wikis and template-driven website creators like <i>Google Sites</i> and <i>Weebly</i>
Whiteboard capture	Print out notes from interactive whiteboard lesson
Narrated PowerPoint	Student can review and hear teacher explanation as many times as desired

Using Technology to Differentiate by Product

Video: <http://www.learnnc.org/lp/multimedia/19120>

By providing multiple means of engagement, a student can then demonstrate mastery through various products.

Blogs, Wikis and other Writing Platforms	Class <i>Blogmeister</i> – free secure environment for students to share and comment
Microsoft Word	Spell check; grammar check; Text-to-Speech add-ins support auditory proofing
Demonstrating understanding through various media:	
Digital Posters	<i>Glogster EDU</i> (make sure you select the educational version); incorporate images, videos, audio recordings and drawings with text Video: Digital Posters : Composing with an Online Canvas (Hodgson)

VoiceThread	Allows response to a topic using text, audio, video or images; responses can be recorded
Digital storytelling Cowbird Audacity Digital Book Talk Book Trailers Story Tubes	Find a tutorial on the University of Houston website http://digitalstorytelling.coe.uh.edu/ Cowbird is a public library of human experience, offering a simple set of storytelling tools — for free, and without ads (older students; need to prescreen content) Free audio-editing software Preview books
Webpage Creator	Yola https://www.yola.com/
Evaluating Student Products	Create clear guidelines for evaluation using a rubric. <i>Rubistar</i> – free rubric generator Online PBL Checklist tool from 4teachers.org
Smart Pen	Allows students to record notes matched to the audio recording of the lecture; can also display on a computer screen. Smart Pen paper can be cut into strips and taped into a regular book to create an audio book. www.livescribe.com

Using Technology to Differentiate by Environment

Video: <http://www.learnnc.org/lp/multimedia/19118>

Support all learners by manipulating the environment and considering these elements:

Control Chaos	For students with processing issues, controlling the ambient noise of a classroom is a consideration. Using individual student headsets allow access without disturbing other students
Sensory Experience	Providing technology can help students who have sensory aversion to such things as the feel of a pencil or the sound of pencil on paper (e.g. paper with raised/colored lines, liquid graphite pencils)
Culturally Inclusive Classrooms Photostory	Provide access to a variety of materials with a rich global perspective to allow each class member to feel valued. Integrate culture and experiences across content areas with virtual field trips and visits to art museum galleries online
Using Virtual Worlds to engage gifted learners	Video: http://www.learnnc.org/lp/multimedia/19121

Assessing Student Proficiency with Technology Features

Naturally, a student's proficiency with technology will increase with familiarity and practice. The best way to prepare students for online assessment is to expose the student to a wide variety of computer-based instruction. Learning to navigate the program by clicking icons to enable certain features will lead to increased confidence. However, there are basic skills that every student needs to address either directly with a keyboard or with assistive technology. Please consult with your district's assistive technology specialist, and other related service personnel to craft a means for every student to access instruction.

These two samples are offered as resources for teachers as they first **assess students' technology skills** and then plan **instruction for developing competency with technology skills**. Neither resource is based on Colorado Academic Standards, but can perhaps serve as an inventory of fundamental skills.

1. **Example:** Click on this link: [Kentucky technology Skills Checklist for Online Assessment](#). This tool is a product of a grant and was produced in collaboration with CAST. One of the research activities of the project was to identify the prerequisite skills for students to successfully access and use a computer-based assessment. The Kentucky assessment, CATS, is specifically mentioned, but parallels can be projected for use with Colorado's new online assessments. The tool is designed to:

- 1) analyze specific online assessments to determine necessary skills for all students
 - 2) inventory skills each student can demonstrate and identify what skills are needed prior to taking online assessment
2. **Example: Click on this link: [Elementary Technology Literacy Guide-Plano, Texas ISD](#)**
 3. **Educator Tools for teaching digital literacy <http://www.digitalliteracy.gov/content/educator>**

References for Section IV

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston, MA: Allyn and Bacon.

Dalton, B., & Grisham, D. (2011). eVoc strategies: Ten ways to use technology to build vocabulary. *The Reading Teacher*, 64(5), 306–317. doi: 10.1598/RT.64.5.1

Hasselbring, Ted S., Williams-Glaser, Candyce H. (2000) ***Use of Computer Technology to Help students with Special Needs.*** The Future of Children Children and Computer Technology Vol. 10 No. 2 Fall/Winter 2000. Retrieved August 10, 2013 from the World Wide Web: <http://www.futureofchildren.org>

Hobgood, Bobby, Ormsby, Lauren. ***Inclusion in the 21st –century classroom: Differentiating with technology***, (2011). LEARN North Carolina. Available on the web at www.learnnc.org/lp/pages/6917

Partnership for the Assessment of College and Career Readiness – First Edition (2013). PARCC ***Accessibility Features and Accommodations Manual 2013 – 2014***. Achieve, Inc. Washington, DC: PARCC Assessment Consortia

Reaching Every Learner: Differentiating Instruction in Theory and Practice: a series of articles and web conferences offered 2010-11. Archived videos are available. www.learnnc.org

Technology competency skills curriculum guide: ***Elementary Technology Literacy Guide***. Plano ISD, Plano, Texas (1998) Available on the web at <http://k-12.pisd.edu/CurrInst/Elemen/techguide.pdf>

Technology Skills Checklist for Online Assessment, developed by: Jo Fleming, PhD; Jacqueline Kearns, EdD; Preston Lewis, MA; Ashley Dethloff, MA; Robert Dolan, PhD; Linnie Lee, BME. The *Universal Design of Assessment: Applications of Technology Project* ; Office of Special Education Programs (Grant Number H324D020016); affiliated with the Interdisciplinary Human Development Institute at the University of Kentucky.

(2005) Available on the web at http://www.hdi.uky.edu/ilssa/_Closed/uda/Files/TechnologyChecklistKY11-21-05.pdf

Thompson, S.J.; Thurlow, M.L.; Quenemoen, R.F., & Lehr, C.A. (2002). ***Access to computer-based testing for students with disabilities*** (Synthesis Report 45). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved August 10, 2013 from the World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis45.html>

UDI Online Project. (2010). ***Students with disabilities and online learning*** (Technical Brief #04). Storrs: University of Connecticut, Center on Postsecondary Education and Disability. <http://www.udi.uconn.edu>

Wiener, Daniel , Thurlow, Martha. ***Creating Accessible PARCC Reading Assessments: Separating the Constructs and Providing Text-to-Speech Accommodations for Students with Disabilities.*** PARCC White Paper available on the web at http://ca539dfd55636c55e922-fd4c048d1c793e15a27f954b34a49d25.r49.cf1.rackcdn.com/PARCCAccessibleReadingAssessmentsPaperFINAL_0.pdf

Zorogian, Kris, Job, Jennifer. ***How do special education students benefit from technology?*** (2010) LEARN North Carolina. Available on the web at www.learnnc.org/lp/pages/6917

Thank you for accessing the Colorado Instructional Accommodations Manual. Should you find a broken link or error, please contact Linda Lamirande at [Lamirande L@cde.state.co.us](mailto:Lamirande_L@cde.state.co.us)