

# CCSSO/HIDOE Accessibility Manual:

## HOW TO SELECT, ADMINISTER, AND EVALUATE USE OF ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENT OF ALL STUDENTS

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Jointly produced by:  
Assessing Special Education Students  
State Collaborative on Assessment and Student Standards (ASES SCASS)  
English Language Learners  
State Collaborative on Assessment and Student Standards (ELL SCASS)

Adapted for Hawaii by:  
Hawaii Department of Education (HIDOE)

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### **CCSSO/HIDOE ACCESSIBILITY MANUAL: HOW TO SELECT, ADMINISTER, AND EVALUATE USE OF ACCESSIBILITY SUPPORTS FOR INSTRUCTION AND ASSESSMENT OF ALL STUDENTS**

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## Section I: Background

The *Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students* (referred to as the Accessibility Manual) was developed by the Council of Chief State School Officers (CCSSO) and adapted by the Hawaii Department of Education (HIDOE). It establishes guidelines for educators in Hawaii to use for the selection, administration, and evaluation of accessibility supports for instruction and assessment of all students, including students with disabilities, English language learners (ELLs), ELLs with disabilities, and students without an identified disability or status.

Hawaii, as a member of the Smarter Balanced Assessment Consortium, implements English language arts and mathematics assessments based on the Hawaii Common Core State Standards. The *Accessibility Manual* serves as an extension of the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (UAAG). Other Hawaii State assessments – HSA-Science, End-Of-Course (EOC) exams, WIDA ACCESS 2.0, and KA'EO – are cross-referenced to Smarter Balanced accessibility supports in *A Crosswalk of Accessibility Features Across State Assessments in Hawaii* (referred to as the CAF). The CAF is an additional Hawaii State guide providing foundational support for this manual.

Accessibility supports discussed in the Accessibility manual include both embedded (digitally-provided) and non-embedded (non-digitally or locally provided) features and accommodations. Three tiers of support are discussed at length: universal tools, designated supports, and accommodations.<sup>1</sup> These are differentiated by the degree of availability. Universal tools are available to all students, designated supports are available to any student with an identified need, and accommodations are only available to IDEA and 504 students whose IEP or 504 plans show documentation of need.

Recent educational reforms and the increased availability of accessibility resources, particularly rapidly developing technologies, have brought about many changes in approaches to accessibility. These provide an opportunity for students who may not have received assistance in the past to now benefit from needed accessibility supports. The Accessibility Manual presents Hawaii State accessibility policies, summarizes the current body of knowledge on accessibility supports, and highlights a decision-making process that can be used for effective selection, administration, and evaluation of accessibility features and accommodations. It includes considerations for students who participate in alternate assessments to assist educators with the process of including ALL students in meaningful educational practices. The Accessibility Manual represents the best thinking at this time; as we continue to learn more about the effective

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<sup>1</sup> WIDA's ACCESS 2.0 uses the term "administrative considerations" for many of these supports.

education of all students every day, we expect these materials to evolve and improve.

## Intended Audience and Recommended Use

The Accessibility Manual is intended for general, English as a second language (ESL)/bilingual, and special education teachers, school administrators, test administrators, school coordinators, and related services personnel to use in administering accessibility supports for all students who currently have the potential to benefit from these accessibility supports on their paths to college and career readiness.

The manual applies to all students who use accessibility supports (features and accommodations) for instruction and assessment. The manual emphasizes an individualized approach to the implementation of accessibility practices for those students who have diverse needs in the classroom. It recognizes the critical connection between accessibility supports in instruction and accessibility supports during assessment as well as the need to think about accessibility from the start of educational processes.

The manual outlines a five-step decision-making process for administering accessibility supports particularly for instruction and classroom and school-based formative and summative assessments. Figure 1 highlights the five steps discussed in the manual.

**Figure 1. Five-step Decision-making Process for Administering Accessibility Supports**



## Recognizing Accessibility Needs for All Students

In the context of new technology-based instruction and assessments, various accessibility supports are available for students to meet their individualized needs. These new individualized approaches to accessibility place greater responsibility on educator teams and individuals who make decisions about which students need and should receive specific supports among a variety of accessibility choices. For example, features that are universally available for all students may need to be turned off for some students if they have proven to be distracting. Educators should also ensure that students have ample opportunity to practice using accessibility supports or accessing assessment content without certain supports if they are only available in instruction.

Several organizations developed educational standards and principles informing the process of fair and reliable educational approaches. The *Standards for Educational and Psychological Testing* jointly developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education represent guidance on valid, reliable, and fair assessments. The *Principles and Characteristics of Inclusive Assessment Systems in Changing Assessment Landscapes* developed by the National Center on Educational Outcomes discusses inclusion of all students, assessment accessibility, high-quality decision-making, implementation fidelity, public reporting, and continuous improvement of educational practices. States often rely on these documents when developing effective educational programs.

For the purposes of the Accessibility Manual, the following definitions are used:

- *Students with disabilities* are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- *English language learners (ELLs)* are students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English.
- *English language learners with disabilities (ELLs with disabilities)* are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities served by IDEA or Section 504.
- *General education students* are students who do not have an identified disability or ELL status. Although we understand that students with disabilities, ELLs, and ELLs with disabilities are also general education students, we use this term as a simple way to refer to students who do not have a disability, are not identified as an ELL student, or who are not identified as an ELL student with a disability.



## Structure of This Document

An outline of the Accessibility Manual follows:

- **Section I:** Background
- **Section II:** The three-tiered approach to accessibility
- **Section III:** The five-step decision-making process
- **Resources:** Resources that provide additional information on accessibility in instruction and assessments
- **Tools:** Tools that educational stakeholders can use to make instructional and assessment content more accessible for all students

## Section II: Three-tiered Approach to Accessibility

This section highlights the three-tiered approach to accessibility currently employed by many states and consortia: universal tools, designated supports, and accommodations. Educators should be mindful that other terms sometimes are used to describe these three tiers (e.g., universal tools – features for all students) or additional tiers (e.g., administrative considerations) that may be used in their states and consortia. [Tool 1](#) shows how different tier terms compare across different assessment consortia, and [Tool 21](#) provides Hawaii's WIDA ACCESS 2.0 administrative considerations. It is important to note that, in some instances, the same accessibility support may belong to different tiers or be prohibited depending on state and consortium policies, instruction, and assessment implications. [Tools 2-4](#) compare the different universal tools, designated supports, and accommodations currently available on Hawaii State Assessments.

### Universal Tools

*Universal tools* are accessibility supports that are either embedded (provided digitally through instructional or assessment technology, e.g., strikethrough), or non-embedded (provided non-digitally at the local level, e.g., scratch paper). Universal tools are available to all students as they access instructional or assessment content. [Tool 2](#) includes embedded and non-embedded universal features currently used across all Hawaii State assessments.

### Making Decisions about Universal Tools

Although universal features are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment to the student. Educators may need to pay special attention to non-embedded universal features to ensure that they are available to meet individual student needs. An example of a non-embedded universal tool is the provision of a dictionary or thesaurus on the Smarter Balanced full-write portion of the ELA PT.

### Designated Supports

*Designated supports* are accessibility supports that are either embedded (provided digitally through technology, e.g., color contrast), or non-embedded (provided non-digitally at the local level, e.g., magnification device). Designated supports are available for use by any student for whom the need has been indicated by an educator or by a team of educators. Parents/guardians and the student can and should be involved in the decision-making process when appropriate. Familiarity with the available supports and the student's characteristics and needs is key. Consistency in assigning designated supports across a school and between schools is essential. [Tool 3](#) lists embedded and non-embedded designated supports currently used across all Hawaii state assessments, including specific test-by-test descriptions and recommendations for use.

## Making Decisions about Designated Supports

Educators (or teams of educators, including parents/guardians and the student if appropriate) who are familiar with the student's characteristics and needs should make decisions about designated supports. Decisions should reflect those supports that the student requires and uses during instruction and for assessments. Student input to the decision, particularly for older students, is recommended.

For students with IEPs or 504 accommodation plans, their IEP or Section 504 teams should make decisions on what designated supports need to be provided. Some classroom accommodations will present as designated supports during state testing. The Smarter Balanced Individual Student Assessment Accessibility Profile (ISAAP) tool found on [alohahsap.org](http://alohahsap.org) is available to document which designated supports and accommodations, if applicable, should be made available to a student. All designated supports should be identified well in advance of state testing to ensure adequate practice with, evaluation of, and familiarity with assessment conditions prior to summative administration.

## Accommodations

*Accommodations* are accessibility supports that are either embedded (provided digitally through technology, e.g., text-to-speech for reading passages), or non-embedded (provided non-digitally at the local level, e.g., scribe). Accommodations are only available to IDEA or 504 students with a documented disability that requires a specific support; documentation of need must be indicated on the student's IEP or 504 plan. Accommodations represent changes in procedures or materials that ensure equitable access to instructional and assessment content. When appropriately applied, accommodations maintain the validity of the test construct and generate valid assessment results for students who need them. [Tool 4](#) includes embedded and non-embedded accommodations currently used across all Hawaii state assessments, including specific test-by-test descriptions and recommendations for use.

## Making Decisions about Accommodations

ELL, IEP, and Section 504 teams make decisions about accommodations. For ELLs with disabilities, for example, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP, ELL, or 504 plan. [Tool 5](#) highlights a sample planning tool.

## Section III: Five-step Decision-making Process

This section describes a five-step process that can be used to make optimal accessibility decisions for those students who need accessibility supports in the classroom. The five steps follow:

- Step 1: Expect Students to Achieve Grade-level Standards
- Step 2: Learn About Accessibility Supports for Instruction and Assessment
- Step 3: Identify Accessibility Supports for Instruction and Assessment
- Step 4: Administer Accessibility Supports During Instruction and Assessment
- Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment

### Step 1: Expect Students to Achieve Grade-level Standards

Education is a basic right for all children in the United States. With legislation aimed at the inclusion of all students comes the drive to ensure equal access to grade-level standards. Academic standards are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level standards by using a range of instructional strategies based on the varied strengths and needs of each student. For some students, accessibility supports are provided during instruction and assessments to help promote equal access to grade-level content and allow for student demonstration of knowledge.

Individual educators or teams of educators who are familiar with all characteristics and needs of students should make instructional and assessment decisions for them. Educators are responsible for developing, implementing, and improving accessibility practices for students. The following are the types of educators who may be involved in making accessibility decisions:

- Special education teachers or Section 504 team members
- Language educators and facilitators (ESL/bilingual teachers, other ESL/bilingual/migrant teachers or ELL administrators, language acquisition specialists, interpreters)
- Assessment officials (test administrators, test coordinators, guidance counselors, reading specialists)
- General education teachers (classroom/content teachers)
- Bilingual special education practitioners
- School administrators (principals, school/district officials)
- Parents (parents/guardians)
- Students (if appropriate)

To accomplish the goal of equal access in education,

- every educator must be familiar with standards and accountability systems in Hawaii;
- every educator must know where to locate standards; and
- all general, special, and language educators, as well as other educational stakeholders must collaborate for successful student access.

All students can work toward grade-level academic content, or alternate assessment performance standards, and should be expected to achieve these standards when the following three conditions are met:

1. Instruction is provided by qualified teachers who know how to differentiate instruction for the diverse/specific population of students they are serving.
2. Individualized approaches to instruction and assessment are in place, and individualized plans are developed for those students who need them.
3. Appropriate accessibility supports are provided to help students access instructional and assessment content.

College- and career-ready standards and common assessments across states that are based on those standards present an unprecedented opportunity for educators to accomplish the goal of meaningful inclusion of all students in academic content.

### Including All Students in State Assessment Systems

Federal and most state laws, legal cases, and federal guidance require that all students be administered assessments intended to hold schools accountable for the academic performance of students. Educators must actively engage in a planning process that addresses:

- assurance of the provision of accessibility supports to facilitate student access to grade-level instruction and classroom, school level, and state assessments,
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities as determined using the established criteria, and
- use of different assessment formats to assess the achievement of beginner ELLs; these assessments are tailored specifically for ELLs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

## Federal and State Laws, Legal Cases, and Federal Guidance Requiring Student Participation

To effectively support all students in the classroom, educators should be familiar with federal and state laws, current guidelines, and legal cases that regulate student participation in the educational processes. These documents are particularly important when serving students with disabilities, ELLs, and ELLs with disabilities. Several important laws require the participation of these students in standards-based instruction and assessment initiatives. Some of these laws address solely students with disabilities; others regulate educational policies and practices exclusively for ELLs. Educators should consider both sets of laws when it comes to instruction and assessment of ELLs with disabilities.

[Tool 6](#) highlights federal laws, legal cases, and federal guidance regulating student participation in educational processes.

[Tool 7](#) lists Hawaii State Board of Education (BOE) policies governing student participation in standards-based instruction, assessment, and statewide accountability assessments.

## Equal Access to Grade-level Content

Inclusion of all students in large-scale assessments and implementation of grade-level standards is mandated by both federal and state laws. Educators ensure student progress toward grade-level standards by using a range of instructional strategies based on the varied strengths and needs of students. Accessibility supports are provided for students during instruction, classroom assessments, and standardized assessments; reference to the UAAG and CAF guidelines for Hawaii state assessments provides equal access to and demonstration of grade-level content/knowledge. To meet the goal of equal access to grade-level content, educators must be familiar with Hawaii's state assessment guidelines and Hawaii state content standards.

All students, including ELLs and ELLs with disabilities, can work toward grade-level academic content standards, while they are improving their English proficiency. Meaningful access to grade-level content by diverse students is made possible by appropriately selected accommodations. Additionally, to secure successful student access to grade-level content, ESL/bilingual educators, special education teachers and their general education counterparts must collaborate when making accessibility decisions.

## Current Practice and Beyond

Supported by ongoing educational reform efforts and other initiatives passed by states, the use of assessments for accountability purposes will likely continue in the future.

## Step 2: Learn About Accessibility Supports for Instruction and Assessment

Current technology enables educators to introduce computer-based instruction and assessment accessibility supports that facilitate individualized educational processes. The purpose of these supports is to reduce or eliminate the effects of students' barriers that prevent them from accessing information and/or demonstrating what they know and can do. **Accessibility supports provided in the classroom do not reduce expectations for learning.** Three tiers of accessibility supports – universal tools, designated supports, and accommodations – empower students with a multitude of choices, enabling them to access instructional and assessment content effectively.

Accessibility supports provided to a student during classroom instruction and assessments may not be appropriate and therefore, not be provided on certain statewide assessments (see the UAAG and CAF). In other cases, accessibility supports provided on statewide summative assessments may differ from those provided in the classroom (e.g., digital note-taking on an assessment). It is important that educators are aware of the difference between classroom supports and summative test supports and ensure that students become familiar with supports that are available through the technology platform. Students should be given the time to become familiar with these tools prior to testing.

The UAAG and the CAF provide information about the appropriate use of accessibility supports that are available during state testing. Information on the different supports available, their intended use, and specific examples of when the provision of the support does not interfere with the test construct of measure are provided. In the age of technology-mediated educational practices, accessibility supports can facilitate both classroom instruction/assessment and summative testing if the supports are understood in light of the construct being measured, applied conditionally, when appropriate, and are tested well in advance of summative assessment use. Ideally, students should be provided with ample time to gain familiarity with and test the efficacy of selected, available supports. It may be that some universal features do not enhance individual student performance; these features will need to be turned off for select students.

Typically, accessibility support use will not begin and end in the school setting, but this may vary depending on the individual. Also, some universal tools may need to be turned off for some students if they interfere with student performance. As students become more proficient in instructional content, their need for some accessibility supports may decrease. For instance, ELLs may not need native language supports as their English language proficiency increases. Monitoring of student growth is an integral part of developing student accessibility support plans.

When determining accessibility supports for ELP assessments, it is important to remember that that ELP assessments and content area assessments measure different

constructs, and therefore, different accessibility supports may be allowed for each. This approach is also true for alternate assessments. Meaningful collaboration among classroom teachers, school administrators, assessment officials, parents, and students helps to ensure beneficial instruction and assessment of students. Educators should coordinate accessibility approaches in the classroom through ongoing collaboration with peers.

## Universal Design Implications

Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students. Universal design principles are important to the development and review of instructional and assessment content because some ways of presenting content make it difficult for some students to gain understanding or show what they know. When educators employ universal design techniques, they can improve student access to learning and gain a more accurate understanding of what students know and can do. Universal design techniques should be applied consistently in instruction and assessment. In contrast to retrofitting, these techniques are integrated into instruction and assessment from the start. Educators should consider the following principles of universal design:

- inclusion of diverse student populations;
- precisely defined instructional and assessment constructs;
- maximally accessible, non-biased content;
- compatibility with accommodations;
- simple, clear, and intuitive instructions and procedures;
- maximum readability and comprehensibility; and
- maximum legibility.

Universally-designed instructional and assessment content may reduce the need for accommodations and for alternate assessments. Nevertheless, universal design cannot eliminate entirely the need for accommodations and alternate assessments. Universal design can provide states with more cost-effective assessments and can provide educators with more valid inferences about the achievement levels of all students.

Universal design of assessments does not simply mean that instruction and assessments are carried out in a computer-based environment. With greater implementation of technological solutions, thinking about accommodations and universal design may change. Traditionally, educators have thought of universal design as coming first, and accommodations being applied during instruction and assessment. With current technology, educational stakeholders can build some accommodations into the design of instructional and assessment content itself and redefine some accommodations as universal tools or designated supports to empower greater numbers of students with optimal access.



## Administrative Considerations for Instruction and Assessment

For both instruction and assessment, some administrative resources and strategies, such as testing at the time beneficial to a student, should be allowed for all students, and therefore often are not classified as accessibility features or accommodations, although some states and consortia classify some of these considerations (e.g., breaks) as universal features. These considerations are addressed in the UAAG, the CAF, and the various test administration manuals. Any questions regarding administrative considerations should be directed to the Assessment Section prior to testing.

### *Hawaii State Guidelines*

For specific Hawaii State guidelines regarding administrative considerations for the ACCESS for ELLs 2.0, see [Tool 21](#).

## Modifications in Instruction and Assessment

Accessibility supports do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student's work produce valid results.

*Modifications* refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),
- reducing assignments and assessments so a student only needs to complete the easiest problems or items,
- using an accessibility support that invalidates the intended construct, (e.g., providing read aloud support on an assessment of reading)
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has two options to pick from instead of four), or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and assessments may have unintended consequences: reducing opportunity to learn critical, assessed content, and, diminishing opportunity to graduate and/or meet college/career skill pre-requisites. Nonetheless, modifications can be used in instruction so long as students do not expect that these modifications will transfer to a state assessment. (Use of modifications on a state accountability assessment will constitute a testing irregularity and necessitate test score invalidation and follow-up investigation into a school's testing practices.)

The Hawaii State Department of Education requires that all schools closely monitor statewide assessments. Systematic delivery of the assessments with individualized, specific, appropriate accessibility features included is essential to the delivery of a fair, valid, and reliable assessment. As a first step in this test delivery oversight process, school test coordinators are asked to input (or request verification for) each student's individual test accessibility feature(s). Provision of inappropriate accommodations, or any modification to the state assessment that somehow alters item construct or cognitive demand will invalidate results. Schools are required to monitor on-site testing for systematic delivery. If inappropriate accommodations or site-specific test modifications are provided to students, schools must notify the state through the filing of a testing incident report as soon as possible. These incidents may result in any number of actions, including, but not limited to test invalidation.

### Instructional Accessibility Supports

To optimize students' educational experiences, educators should hold regular meetings to coordinate their instructional approaches. Every educator needs to be familiar with state policies. Educators should consider:

- student characteristics and needs;
- instructional tasks expected of students to demonstrate proficiency in grade-level state standards; and
- consistency between accessibility supports used for classroom instruction and those used on assessments.

Educators should ask:

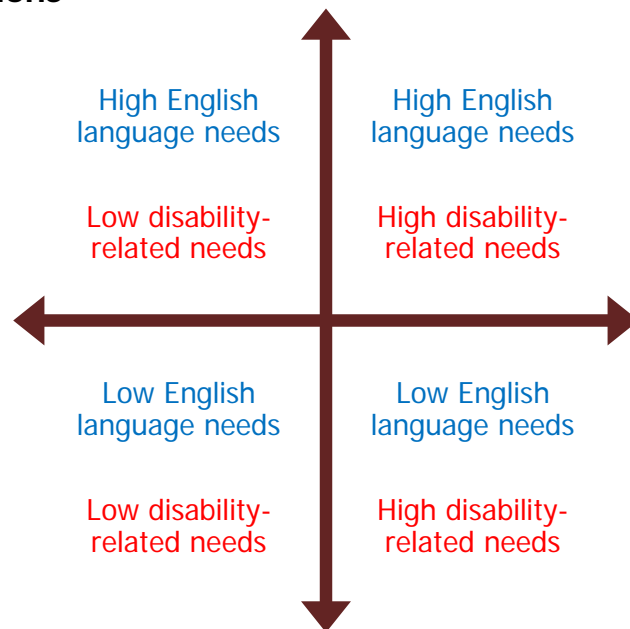
- What are the student's specific instructional and assessment needs?
- How might student access to curriculum, instruction, and assessment be supported with the goal of developing student independence?
- Is the student's performance negatively impacted by the application of some universal features?
- Does the student need any designated supports or accommodations assigned?

A student may not be receiving an accessibility support he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accessibility supports that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum.

To ensure that all students are engaged in standards-based instruction, educators should consider students' unique needs and characteristics when making instructional accessibility decisions. For ELLs with disabilities, for example, IEP team members should consider the degree of each student's language- and disability-related needs. As shown in Figure 2, accessibility decisions should be individualized based on the unique

language- and disability-related challenges faced by ELLs with disabilities. Students with high English language needs and low disability-related needs will require more language-based supports while their counterparts with high disability-related needs and low English language needs will require more supports that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related supports while students with low English language needs and low disability-related needs will require fewer supports that alleviate linguistic and disability-related instruction and assessment challenges.

**Figure 2. English Language- and Disability-related Needs Affecting Accessibility Decisions**



Source: Shyyan, Christensen, Touchette, Lightborne, Gholson, and Burton, 2013. Reprinted with permission.

This approach of accounting for varying English language- and disability-related needs for ELLs with disabilities was developed to reinforce the idea that students in each of the four quadrants will require different instructional and assessment support. Moreover, student variability within each quadrant should be considered with students' needs addressed on an individual basis. Educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELLs with disabilities. See [Tool 8](#) for sample student profiles and related questions associated with each quadrant.

### *Hawaii State Guidelines*

Hawaii State policy requires screening incoming ELL students to determine language

proficiency level. Two forms of ELL screeners are used in Hawaii to determine language proficiency levels, the WIDA Screener and the W-APT. Initial testing reveals student proficiency along a six-part language proficiency continuum: Entering, Emerging, Developing, Expanding, Bridging, and Reaching. Student proficiency level then determines the level and type of support.

Program placement and yearly monitoring through the delivery of ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs help to determine continued program placement, growth in language development, and program exit. ELL students who either have a documented history of special education services in this country or their country of origin or who are suspected of having a disability are referred for additional special education support services. For more information on Hawaii State's ELL instruction and assessment program see [Tool 21](#).

### **Step 3: Identify Accessibility Supports for Instruction and Assessment**

To ensure that all students are engaged in standards-based instruction and assessments, every educator must be knowledgeable about Hawaii state academic content standards and assessments. Effective decision making about the provision of appropriate accessibility supports begins with making appropriate instructional decisions. In turn, optimal instructional decision-making is facilitated by gathering and reviewing reliable information about the student's access needs, disability, English language proficiency, and present level of performance in relation to state academic standards.

Decisions should be based on individual characteristics and needs. Making blanket decisions for groups of students at predetermined language acquisition levels or at established disability categories is not appropriate. When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

Hawaii's assessment policy delineates criteria that should be used to identify students who may use certain accessibility supports. Students' needs and preferences are probably the most important criteria that should be considered, however, other academic-related criteria, such as English language proficiency test results, disability needs, oral proficiency in English and other languages, literacy levels in English and native language, implications of special education programs, the kind of education the student received before coming to the U.S. (e.g., evidence of limited or interrupted formal education), the time spent in English speaking schools, the time spent in Hawaii, performance on other assessments, the resources available to students in their native languages, or the student's cultural background may also help educators determine which accessibility supports should be used. It is also important to remember that certain accessibility supports may be used on some types of assessments but are

prohibited on other types because they have the potential to invalidate the measured construct. Thus, linguistic supports such as glossaries may be helpful on content assessments but would compromise English language proficiency assessment results.

## Documenting Accessibility Supports for All Students

To ensure continuous monitoring and improvement of accessibility approaches, educators should document how students use accessibility supports. Documenting what universal features (if any) are turned off for each student and what designated supports and accommodations are available to a student will enable educators to make more informed decisions based on longitudinal data about accessibility supports.

## Documenting Accessibility Supports Under IDEA

For ELLs with disabilities served under IDEA, determining appropriate instructional and assessment accessibility supports should not pose additional hardship for educators who follow appropriate educational practices. With information obtained from the required summary of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), the process of identifying and documenting accessibility supports should be a relatively straightforward event. The PLAAFP is a federal requirement in which collaborative team members must 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" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accessibility supports can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)] - This is where communication and assistive technology supports are considered.
2. "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 nondisabled children to the maximum extent appropriate."
3. "Participation in Assessments" [Sec. 612 (a) (16)] - This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state assessments.

For more information on documenting accessibility supports across the range of state assessments refer to the Crosswalk of Accessibility Features (CAF). The Smarter Balanced Read Aloud and Scribing Guidelines are also excellent sources of information.

## *Hawaii State Guidelines*

[Tool 7, Part B](#) provides information on state policies regarding the documentation of accessibility supports within IDEA student IEPs.

### [Documenting Accessibility Supports on a Student's 504 Plan](#)

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide certain accessibility supports 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.

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 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. Sec. 794]

Examples of students who may receive designated supports or accommodations based on their 504-Accommodation plan include students with

- allergies or asthma;
- attention difficulties;
- communicable diseases (e.g., hepatitis);
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

## *Hawaii State Guidelines*

Section 504 of the Rehabilitation Act of 1973 was affected by the passage of the ADA Amendments Act of 2008. In 2009, as a result of this change, the Hawaii State Legislature adopted Hawaii Administrative Rule (HAR) Chapter 61.

Hawaii State Chapter 61 Guidelines state: "The Section 504 team develops the Section 504 Plan which is the offer of FAPE (Free Appropriate Public Education) for the eligible student. The plan includes: Accommodations (and) Related Services, if necessary. The 504 Plan affords equal educational opportunity and ensures that the qualified student with a disability receives an education comparable to that of his/her non-disabled peers. Accommodations and related services are provided based on the needs of the individual student in the general education setting. (The 504 Plan) document(s) the needs of the

student, develop(s) the accommodations to address those needs, (and), if necessary, provide(s) related services to address the needs.”

For more information on Hawaii State policies regarding 504 students go to [eCSSS](#) (login required).

### Decision-making Process

The decision-making process for providing accessibility supports should include consideration of at least these three factors:

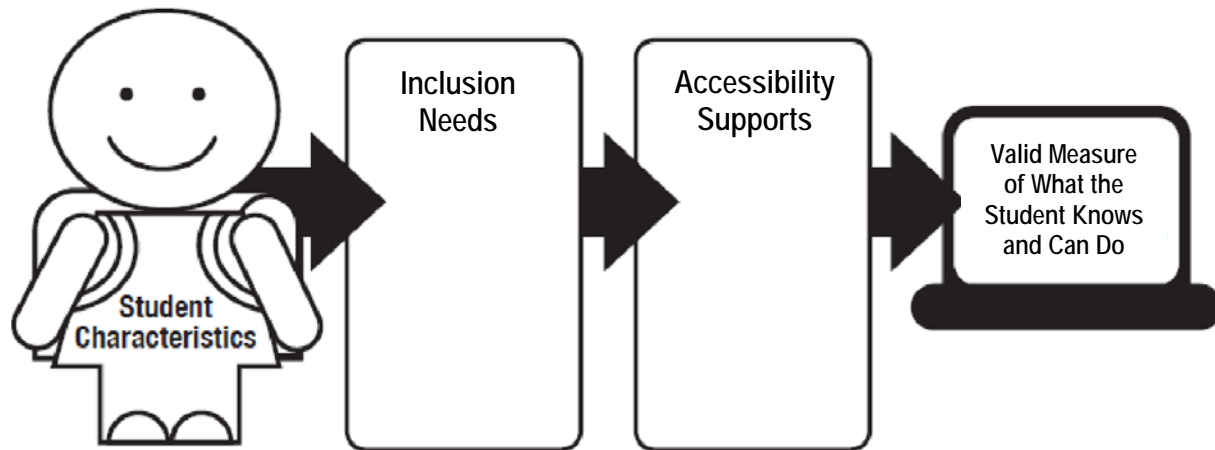
1. Student characteristics – disabilities, language proficiency, accessibility supports used in classroom instruction/assessments to access academic standards and perform in state tests.
2. Classroom instruction and assessment tasks – knowledge about what tasks are required in instruction and on state assessments and ways to remove physical and other barriers to a student’s ability to perform those tasks.
3. Accessibility policy – accessibility policy for an assessment or for part(s) of an assessment and consequences of decisions.

If multiple accessibility supports are employed for a student, educators should also be aware of the possible interactions of these accessibility supports. For instance, the highlighter might change colors if the color contrast is turned on.

### Student Characteristics

Selecting accessibility supports for instruction and assessment is the role of a student’s educator or a team of educators who are familiar with the student’s needs and characteristics. Accessibility supports should be chosen based on the individual student’s characteristics and the student’s need for the accessibility supports (see Figure 3). After considering the student’s individual characteristics, educators should identify inclusion needs that require accessibility supports. When these accessibility supports are used according to the plan, the student will be able to more readily access information during instruction as well as demonstrate what he or she knows and understands.

**Figure 3. Accessibility Selection Process**



The following questions can be used to guide the selection of appropriate accessibility supports for students assigned such supports for the first time and for students currently using such supports:

- What are the student's language learning strengths and areas in need of further improvement (applicable to all students, not just ELLs)?
- How does the student's learning needs affect the achievement of grade-level standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level standards?
- What accessibility supports will increase the student's access to instruction and assessment by addressing the student's learning needs? These may be new supports or supports that the student is currently using.
- What accessibility supports are a regular component of instruction and assessment for the student?
- What are the results for assignments and assessments when accessibility supports are used and not used?
- What is the student's perception of how well an accessibility support "worked"?
- Are there effective combinations of accessibility supports?
- What difficulties does the student experience when using accessibility supports?
- What are the perceptions of parents, teachers, and other specialists about how the accessibility support worked?
- Should the student continue to use an accessibility support, are changes needed, or should the use of the accessibility support be discontinued?



When matching accessibility supports with students' needs, educators should consider the following:

- the student's willingness to learn to use the accessibility support,
- opportunities to learn how to use the accessibility support in classroom settings, and
- conditions for use on Hawai'i state assessments.

### Involving Students in Selecting, Using, and Evaluating Accessibility Supports

It is critical for students to understand their needs and 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. Educators can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accessibility supports, making sure that the right number of supports is selected, and avoiding employing too many or too few supports.

The more involved students are in the selection process, the more likely they are to use the selected accessibility supports, especially as they reach adolescence. Their desire to be more independent increases as well. Self-advocacy skills become critical here. Students need opportunities to learn which accessibility supports are most helpful for them, and then they need to learn how to make certain those supports are provided in all classes and wherever they need them outside of school. For instance, students with significant cognitive disabilities, many of whom do not have sophisticated expressive communication systems, can show teachers whether they prefer certain supports. It is important to not limit the option of student feedback and student self-advocacy for those who cannot communicate those preferences easily.

### Prior Use of Accessibility Supports

Students are most successful with testing accessibility supports when they have used them prior to high-stakes testing. Educators are encouraged to implement accessibility supports in instruction to make sure these concerns are addressed before the state assessment is administered. Accessibility supports should not be used for the first time on a state test. Instead, it is important to address these concerns ahead of time:

- Plan time for students to learn new accessibility supports.
- Be sure that students know how to use embedded and non-embedded accessibility supports. For embedded supports, there may be practice or sample items or tutorials for students to experience prior to test administration.
- Plan for evaluation and improvement of the use of accessibility supports.

## Accessibility Supports for Instruction and Assessment

In some cases, accessibility supports used in instruction may not be allowed on a test because they would invalidate the results of the test. This means that student performance with the support no longer allows the measurement of what the test was designed to measure. In these instances, teachers should be sure to allow students ample opportunities to perform on classroom tasks and assessments without the accessibility support.

On some assessments, accessibility supports may be presented in a way that is different from the variations used during instruction. To facilitate effective assessment processes, teachers should make sure students are informed of these changes and have a chance to practice the different accessibility supports prior to the test. This is particularly important for students with the most significant cognitive disabilities whose instruction often happens offline but who still need to be prepared for taking an online assessment.

If the accessibility support is considered a necessary step in scaffolding grade-level content instruction, having some practice without the support during classroom work would be an expected strategy to gauge student progress independent of the support and would also provide students opportunities to practice not using a support before the state assessment. If the instructional accessibility support is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accessibility support alters what the test measures. If, after considering these steps, the appropriateness of using an accessibility support is not clear, educators should contact the Hawaii Department of Education Assessment Section to inquire about its use in the unique context or situation.

### Individual Test Characteristics: Questions to Guide Selection of Accessibility Supports

After considering student characteristics, it is important to look at the task students are being asked to do on the state assessments. The following questions may guide decision-making:

- What are the characteristics of the test my student needs to take? Are the test tasks aligned with classroom assessment tasks? Or, does the student need to have opportunities to practice similar tasks prior to state testing?
- Does the student use an accessibility support for a classroom task that is allowed for similar tasks on state tests?
- Are there other barriers that could be removed by using an accessibility support that is not already offered or used by the student?

## State Accessibility Policies: Maintaining Validity of Assessment Results

When selecting accessibility supports for state assessments, it is important to keep in mind both the accessibility policies set to maintain the validity of the results of an assessment and to know the consequences of the decisions. The UAAG, CAF, and Read Aloud and Scribing Guidelines guide these decisions. If educators determine that a student should use a certain accessibility support during an assessment but the student refuses to use the support, the validity of the assessment results may be compromised.

Consideration of long-term consequences is important as well. For example, as students begin to make post-secondary choices, these may factor into the nature of accessibility choices open to them. Educators may want to discuss whether or how this affects decisions about accessibility for assessments. Educators should also be aware that validity implications are different for ELP assessments than for content assessments. Accessibility supports, therefore, should be selected in accordance to whether language proficiency or content area knowledge is being tested.

Educators should plan how and when the student will learn to use each new accessibility support. They should be certain there is ample time to learn to use instructional and assessment accessibility supports before an assessment takes place. Finally, they should plan for ongoing evaluation of each student's unique accessibility support profile.

Tools 9-18 provide additional information on this step.

### Step 4: Administer Accessibility Supports During Instruction and Assessment

#### Accessibility During Instruction

Students must be provided selected accessibility supports during instruction as needed. An accessibility support should **not** be used solely during assessments. Accessibility supports should always be chosen based on a student's individual characteristics in an effort to help them access content meaningfully and equitably.

Since Hawaii now offers assessments on technology-based platforms, educators must make sure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests using the same testing platform, it is also important for educators to provide opportunities for all students to use technology for learning.

In some cases, teachers may use accessibility supports without realizing that they do, equating these supports to instructional strategies. It is important that teachers be aware of the range of accessibility supports available for their students and use these

supports appropriately and consistently in instruction and assessment.

### Accessibility During Assessment

Once decisions have been made about providing accessibility supports to meet individual student needs, the logistics of providing the actual accessibility supports during state assessments must be mapped out. The UAAG, CAF, and various test administration manuals should be consulted during this process. For the ELA, mathematics and science assessments delivered through the AIR test delivery system the Test Information and Distribution Engine (TIDE) User Guide describes the process for providing accessibility supports on those assessments. Students' planning tools (e.g., ISAAP) should reflect these decisions to ensure that all required accessibility supports are available on the testing day. It is important to engage the appropriate personnel to plan the logistics and provision of assessment accessibility supports on the test day.

Providing accessibility supports through the testing platform can ensure that the provision of accessibility is standardized from student to student and school to school across the state. However, it is important to monitor the provision of accessibility supports on test day to ensure that non-embedded supports are delivered and that embedded supports and the testing interface is working as it should. Test Administrators (TAs) should be in communication with their Test Coordinators (TCs) to ensure that the appropriate accessibility supports are selected for students and that verification of additional accommodations are requested as needed. On testing day, TAs will also be charged with selecting the proper assessment and monitoring the assessment as it takes place.

The same accessibility supports cannot always be used on various types of assessments (content assessments, ELP assessments, alternate assessments). For instance, stacked translations may be appropriate on content or alternate assessments but would likely invalidate the measured construct on ELP assessments.

Prior to the day of a test, test coordinators should ensure that test administrators and proctors know what accessibility supports each student will be using and how to administer them properly. For example, test administrators and proctors should know whether a student needs to test in a separate location, so that plans can be made accordingly. Staff administering accessibility supports, such as reading aloud to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid. [Tools 19](#) and [20](#) provide HIDOE Smarter Balanced Read Aloud and Scribe Guidelines, while [Tool 22](#) provides Human Signer Guidelines- all govern non-embedded accessibility support use.

## Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices include inappropriate interactions between test administrators and students taking the test. They also include, but are not limited to, allowing a student to answer fewer questions, offering additional information, coaching students during testing, editing student responses, telling a student they may want to review and answer, or giving clues in any other way. Educators should refer to a state's integrity or ethical practices guides if they are available.

## Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accessibility supports is necessary to ensure that test results reflect actual student knowledge. Test administrators and proctors should also carefully adhere to state policies that lay out what to do when selected accessibility supports do not work well.

Hawaii State provides for the submission of requests for additional accessibility supports in circumstances when the available supports provided do not meet a student's specific needs. Educators may submit the *Additional Designated Supports or Accommodations Form* (available in the Forms section at [alohahsap.org](http://alohahsap.org)) to the Assessment Section if a student needs access to additional supports beyond those provided on the state test. A separate form for each additional designated support or accommodation that is not included in the list of Smarter Balanced universal tools, designated supports, and accommodations must be submitted and approved prior to use on a State test.

## Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed.

Some of the same considerations for test security apply to embedded accessibility supports. For example, ensuring that only authorized personnel have access to the test

and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (1) students are seated in such a manner that they cannot see each other's terminals, (2) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (3) students are not able to access any saved data or computer shortcuts while taking the test. In most cases, any special required hardware devices and appropriate applications, such as switches, should be compatible with computer-delivered assessments. Prior to testing, educators should check on device compatibility and make appropriate adjustments if necessary.

### *Hawaii State Guidelines*

Hawaii State has three levels of test security incidents: Improprieties, Irregularities, and Breaches. Each of these levels represents a higher degree of infraction with different actions and consequences resulting.

Test improprieties represent the lowest level of infraction. Improprieties result when an unusual circumstance occurs during testing. This circumstance has a low impact on the individual or group of students who are testing and a low risk of potentially affecting student performance on the test, the security of the test, or the validity of the results that are obtained. Improprieties represent circumstances can be corrected and contained at the state level. These incidents do not need to be reported to the Consortium, however they should be reported to the School Principal and Test Coordinator (TC) immediately, forwarded to the Assessment Section within 24 hours, and entered into the State's Test Information Distribution Engine (TIDE).

Test Irregularities represent the next level of infraction. Test Irregularities are unusual circumstances that impact an individual or group of students who are testing and that may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level and do not need to be reported to the Consortium, however test irregularities must be reported to the School Principal and TC immediately, forwarded to the Assessment Section within 24 hours, and entered into TIDE.

Breaches represent the highest level of infraction. Breaches are events that pose a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-733-4100) will need to be immediately contacted by telephone. The specific details surrounding the breach will also need to be entered into a Testing Incident Report Form and submitted to the Assessment Section by the end of

the school day during which the incident occurred. The breach will also have to be entered into TIDE within 24 hours.

## Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment

Accessibility supports must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accessibility supports are necessary to ensure the meaningful participation of students in state assessments. Data on the use and impact of accessibility supports during assessments may reveal questionable patterns in the use of accessibility supports, as well as inform the continued use of some supports or the rethinking of others.

Examination of the data may also indicate areas in which teachers and test administrators need additional training and support. In addition to collecting information about the use of accessibility supports within the classroom, information needs to be gathered on the implementation of accessibility supports during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the student, classroom, school, and complex area levels.

Gathering information on accessibility supports may be easier in a technology-based assessment platform, when these supports are programmed into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. Educators and schools should decide in advance what questions should be answered by the collection of accessibility data in order to apply resources efficiently. For example, information on the use of accessibility supports can be collected and used to determine the effectiveness of those supports for a student or group of students.

### Questions to Guide Evaluation of Use of Accessibility Supports at the School or Complex Area Levels

Accessibility information can be analyzed in different ways. Here are some questions to guide data analysis at the school and complex area levels:

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration is not compromised with the provision of accessibility supports?

3. Was a formal professional development training on accessibility supports conducted for educators?
4. Are students receiving accessibility supports as documented in their planning tools (e.g., ISAAPs, PNPs) or IEP and 504 plans?
5. Are there procedures in place to ensure that test administrators adhere to instructions for the implementation of accessibility supports?
6. How many students are receiving certain accessibility supports?
7. What types of accessibility supports are provided? Are some used more than others?
8. How well do students who receive certain accessibility supports perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accessibility support, or using ineffective supports?

### Questions to Guide Evaluation at the Student Level

The following questions can be used to formatively evaluate accessibility supports used at the student level and inform the individualized decision-making process.

1. What accessibility supports are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accessibility supports are used versus when they 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 accessibility supports, or using accessibility supports that were ineffective?
3. What is the student's perception of how well the accessibility support worked?
4. What combinations of accessibility supports seem to be effective?
5. What are the difficulties encountered in the use of accessibility supports?
6. What are the perceptions of teachers and others about how the accessibility support appears to be working?
7. How have the characteristics of the students changed over time to warrant a plan or accessibility support change?

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



## Post-secondary Implications

College and career readiness is an important educational outcome for all students. As students plan for their transition to post-secondary settings, it is important for educators to have documented students' use of accessibility supports so that students can continue to use them as needed in their college and career settings. Colleges and universities may allow fewer accessibility supports than are available in K-12 settings, so it is important for students to document their need to use accessibility supports. This may also be true for students who transition into vocational and other workplace settings. Students should be encouraged to research their accessibility needs within the context of each particular education institution or place of employment.

In some instances, standardized college entrance exams are used in states for accountability purposes.<sup>2</sup> These tests may be viewed differently by higher education institutions for college entrance. The same accessibility supports may not be available in some cases. Schools should communicate with the test vendors to ensure that appropriate guidelines are followed.

[Tools 23-24](#) provide additional information and a framework for completing school-, complex- and district-level evaluation of accessibility support use.

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<sup>2</sup> The Hawaii Department of Education does not include college entrance exams in its accountability measure.

## Resources

Resources and documentation mentioned in this document such as the Smarter Balanced TAM are available in the Resources > Accessibility and Accommodations section on [alohahsap.org](http://alohahsap.org).

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## Tools

### Tool 1: Accessibility Frameworks of the HSAP

Assessment	Accessibility Framework		
	<i>For All Participating Students</i>	<i>For Some Students with Educator Input</i>	<i>For Few Students with Documented Needs</i>
<b><i>General Assessment</i></b>			
<ul style="list-style-type: none"> <li>• Smarter Balanced ELA/literacy &amp; Mathematics</li> <li>• HSA Science</li> <li>• EOC Exams</li> <li>• KA'EO</li> </ul>	Universal Tools	Designated Supports	Accommodations
<b><i>ELP Assessment</i></b>			
<ul style="list-style-type: none"> <li>• WIDA ACCESS 2.0</li> </ul>	Accessibility Tools		Accommodations
<b><i>Alternate Assessment</i></b>			
<ul style="list-style-type: none"> <li>• HSA-Alt</li> </ul>	Administrative Considerations		Accommodation-Paper/Pencil Form Administration

## Tool 2: Universal Tools for Smarter Balanced, HSA Science, and End-of-Course Exams

<i>Universal Tools</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
<i>Embedded</i>	Breaks	✓	✓	✓	✓	✓
	Calculator			✓ <sup>1</sup>		✓
	Digital Notepad	✓	✓	✓	✓	✓
	English Dictionary		✓			
	English Glossary	✓	✓	✓		
	Expandable Passages and/or Stimuli	✓	✓	✓	✓	✓
	Global Notes		✓			
	Highlighter	✓	✓	✓	✓	✓
	Keyboard Navigation	✓	✓	✓	✓	✓
	Line Reader	✓	✓	✓	✓	✓
	Mark for Review	✓	✓	✓	✓	✓
	Math Tools			✓		✓
	Spell Check	✓	✓			
	Strikethrough	✓	✓	✓	✓	✓
	Thesaurus		✓			
	Writing Tools	✓	✓			
Zoom	✓	✓	✓	✓	✓	
<i>Non-embedded</i>	Breaks	✓	✓	✓	✓	✓
	English Dictionary		✓			
	Scratch Paper	✓	✓	✓	✓	✓
	Thesaurus		✓			

<sup>1</sup> For calculator-allowed items only in SB Math grades 6–8 and 11

**For more information regarding Universal Tool use on the ACCESS for ELLs 2.0, ACT, KAEO, and HSA-Alternate assessments, see the Crosswalk of Accessibility Features (CAF) at [alohahsap.org](http://alohahsap.org)**

## Tool 3: Designated Supports for Smarter Balanced, HSA Science, and End-of-Course Exams

<i>Designated Supports</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
Embedded	Color Contrast	✓	✓	✓	✓	✓
	Masking	✓	✓	✓	✓	✓
	Mouse Pointer	✓	✓	✓	✓	✓
	Text-to-Speech	✓ <sup>1</sup>	✓	✓	✓	✓
	Translated Test Directions			✓		
	Translations (Glossary)			✓		
	Translations (Stacked)			✓		
	Turn off Any Universal Tools	✓	✓	✓	✓	✓
Non-embedded	Amplification	✓	✓	✓	✓	✓
	Bilingual Dictionary	✓ <sup>2</sup>				
	Color Contrast	✓	✓	✓	✓	✓
	Color Overlay	✓	✓	✓	✓	✓
	English Dictionary				✓ <sup>3</sup>	✓ <sup>3</sup>
	Magnification	✓	✓	✓	✓	✓
	Noise Buffers	✓	✓	✓	✓	✓
	Read Aloud	✓ <sup>4</sup>	✓	✓	✓	✓
	Read Aloud in Spanish			✓		
	Scribe (Not ELA Full Write)	✓	✓ <sup>5</sup>	✓	✓	✓
	Separate Setting	✓	✓	✓	✓	✓
	Simplified Test Directions	✓	✓	✓	✓	✓
	Translated Test Directions	✓	✓	✓	✓	✓
	Translations (Glossary)			✓ <sup>6</sup>		

<sup>1</sup> This does not include reading passages. See TTS accommodation for reading passages.

<sup>2</sup> For ELA PT full write only

<sup>3</sup> For ELL students who use it in the classroom only

<sup>4</sup> This does not include reading passages. See Read Aloud accommodation for reading passages.

<sup>5</sup> For all items except the ELA performance task full write. See Scribing accommodation for the performance task full write.

<sup>6</sup> For math items on the paper-pencil test



**Note:** Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the Test Information Delivery System (TIDE). Any non-embedded designated supports must be acquired prior to testing.

**For more information regarding Designated Support use on the ACCESS for ELLs 2.0, ACT, KAEO, and HSA-Alternate assessments, see the Crosswalk of Accessibility Features (CAF) at [alohahsap.org](http://alohahsap.org)**

## Tool 4: Accommodations for Smarter Balanced, HSA Science, and End-of-Course Exams

<i>Accommodations</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
Embedded	American Sign Language	✓ <sup>1</sup>		✓ <sup>1</sup>		
	Audio Transcriptions	✓ <sup>2</sup>				
	Braille	✓	✓	✓	✓	
	Braille Transcript	✓				
	Closed Captioning	✓ <sup>2</sup>				
	Streamline	✓	✓	✓	✓	✓
	Text-to-Speech	✓ <sup>3</sup>				
Non-embedded	100s Number Table			✓	✓	✓
	Abacus			✓	✓	✓
	Alternate Response Options	✓	✓	✓	✓	✓
	Braille (paper/pencil assessment)	✓	✓	✓		
	Calculator			✓	✓	✓
	Multiplication Table			✓	✓	✓
	Speech-to-text	✓	✓	✓	✓	✓
	Print on Demand	✓	✓	✓	✓	✓
	Read Aloud	✓ <sup>3</sup>				
	Scribe (Full Write)	✓ <sup>4</sup>	✓ <sup>4</sup>			
	Speech-to-Text	✓	✓	✓	✓	✓
	Word Prediction	✓	✓			

<sup>1</sup> For ELA listening items and math items

<sup>2</sup> For ELA listening items

<sup>3</sup> For ELA passages. All other TTS and Read Aloud is under designated supports. For further information see the *Guidelines for Choosing the Text-To-Speech or Read Aloud Accommodation for Reading Passages on the ELA/Literary Summative and Interim Assessments for Students with Disabilities*.

<sup>4</sup> For ELA writing items. All other scribing is under designated supports.

**For more information regarding use of Accommodations on the ACCESS for ELLs 2.0, ACT, KAEO, and HSA-Alternate assessments, see the Crosswalk of Accessibility Features (CAF) at [alohahsap.org](http://alohahsap.org)**

## Tool 5: Planning Tool

<b>Universal Tools</b>						
These features are available by default to all students. If an educator determines that a certain universal tool may be distracting to a student, it may be turned off. Uncheck all tools that should not be enabled.						
<i>Universal Tools</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
<i>Embedded</i>	Breaks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Calculator			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Digital Notepad	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	English Dictionary		<input checked="" type="checkbox"/>			
	Expandable Passages and/or Stimuli	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Global Notes		<input checked="" type="checkbox"/>			
	Highlighter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Keyboard Navigation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Line Reader	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Mark for Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Math Tools			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Spell Check	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Strikethrough	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Thesaurus		<input checked="" type="checkbox"/>			
	Writing Tools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Zoom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>Non- embedded</i>	Breaks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	English Dictionary		<input checked="" type="checkbox"/>			
	Scratch Paper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Thesaurus		<input checked="" type="checkbox"/>			



### Designated Supports

These features are identified in advance by a team of adults or educators that are familiar with the needs of the student. Check all that apply.

<i>Designated Supports</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
Embedded	Color Contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Masking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mouse Pointer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Text-to-Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Translated Test Directions			<input type="checkbox"/>		
	Translations (Glossary)			<input type="checkbox"/>		
	Translations (Stacked)			<input type="checkbox"/>		
	Turn off Any Universal Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-embedded	Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bilingual Dictionary	<input type="checkbox"/>				
	Color Contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Color Overlay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English Dictionary				<input type="checkbox"/>	<input type="checkbox"/>
	Magnification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Noise Buffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read Aloud in Spanish			<input type="checkbox"/>		
	Scribe (Not ELA Full Write)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Separate Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Simplified Test Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Translated Test Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Translations (Glossary)			<input type="checkbox"/>		

### Accommodations

These are identified in advance by an IEP or 504 team and documented in eCSSS. Check all that apply. Use of some of these accommodations during standardized assessments may not be possible because they would result in invalidation of test results.

<i>Accommodations</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science Bridge and Biology EOC Exam	Algebra 1 and 2 EOC Exams
<b>Embedded</b>	American Sign Language	<input type="checkbox"/>		<input type="checkbox"/>		
	Audio Transcriptions	<input type="checkbox"/>				
	Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Braille Transcript	<input type="checkbox"/>				
	Closed Captioning	<input type="checkbox"/>				
	Streamline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Text-to-Speech	<input type="checkbox"/>				
<b>Non-embedded</b>	100s Number Table			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Abacus			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Alternate Response Options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Braille (paper/pencil assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Calculator			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Multiplication Table			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speech-to-text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Print on Demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read Aloud	<input type="checkbox"/>				
	Scribe (Full Write)	<input type="checkbox"/>	<input type="checkbox"/>			
	Speech-to-Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Word Prediction	<input type="checkbox"/>	<input type="checkbox"/>			

## Tool 6: Federal Laws, Court Cases, and Federal Guidance on Student Participation

<b>Federal Laws</b>	
ESSA	<p>The Every Student Succeeds Act (ESSA) was issued on December 10, 2015 (<a href="https://www.congress.gov/114/crpt/hrpt354/CRPT-114hrpt354.pdf">https://www.congress.gov/114/crpt/hrpt354/CRPT-114hrpt354.pdf</a>). It reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the national education law and commitment to equal opportunity for all students. The bill mandates annual reporting of disaggregated data of groups of students, generating information about whether all students are achieving and whether schools are meeting the needs of low-income students, students of color, students with disabilities, and English learners. Specific ESSA requirements include provisions for</p> <ul style="list-style-type: none"> <li>(I) the participation in such assessments of all students;</li> <li>(II) the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic achievement standards described in paragraph (1)(E); and</li> <li>(III) the inclusion of English learners, who shall be assessed in a valid and reliable manner and provided appropriate accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency...</li> </ul>
IDEA	<p>IDEA 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</p>

	<p>disabilities in state- and district-wide assessments. Specific IDEA requirements include</p> <p>Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (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 [Sec. 614 (d) (1) (A) (V) and VI)].</p> <p>For the small group of students with significant cognitive disabilities who are also English learners, these assessments will be an important tool to measure their progress in learning English.</p> <p>IDEA, 34 CFR §§300.160(b)(2)(i) and (ii)</p> <p>(2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must:</p> <p>(i) Identify only those accommodations for each assessment that do not invalidate the score; and</p> <p>(ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.</p>
<p>Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act</p>	<p>Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination in federally funded programs and activities. Section 504 states</p> <p>No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, 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</p>

	<p>receiving federal financial assistance or under any program or activity conducted by any executive agency...</p> <p>In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP, but are still considered an individual with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities is often the lists of accommodations that the student can use on assessments.</p> <p>Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) ensure a level playing field for students with disabilities in a wide range of settings, including testing, and, similarly to IDEA, provide for reasonable testing accommodations to be given to students with disabilities as outlined/as needed. Title III of the ADA requires equal access and participation. The IEP/504 team is charged with making accommodations decisions for all IDEA/504 eligible students every year, as part of the annual IEP/504 process.</p>
<p><b>Legal Cases</b></p>	
<p>Lau v. Nichols (1974)</p>	<p>The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELLs. This policy was described in a memorandum in 1970:</p> <p style="padding-left: 40px;">Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.</p> <p>This memorandum does not tell districts what steps they must take to ensure the equal opportunities for ELLs. However, it does state that the law is violated if</p> <ul style="list-style-type: none"> <li>• students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;</li> <li>• national origin minority students are inappropriately assigned to special education classes because of their lack</li> </ul>

	<p>of English skills;</p> <ul style="list-style-type: none"> <li>• programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track; or</li> <li>• parents whose English is limited do not receive school notices or other information in a language they can understand.</li> </ul> <p>This law was tested in the Supreme Court Case, <i>Lau v. Nichols</i>. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:</p> <p style="padding-left: 40px;">There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.</p> <p>All students in the United States, regardless of native language, have the right to a quality education. An equal education is only possible when students are able to understand the language of instruction.</p>
Castañeda v. Pickard (1981)	<p>On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students:</p> <ol style="list-style-type: none"> <li>1. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?</li> <li>2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?</li> <li>3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?</li> </ol>
Brookhart v. Illinois State Board of Education (1983)	<p>This case demonstrated the necessary steps that a district is required to take in order to ensure that students with disabilities are prepared for graduation standards. School districts need to pay careful attention to ensure that students are aware of diploma requirements, and IEPs need to be written with these specific graduation requirements in mind.</p>

<b>Federal Guidance</b>	
<p>Questions and Answers Regarding Inclusion of English language learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives</p>	<p>This joint guidance document developed by the Office of Elementary and Secondary Education (OESE) and the Office of Special Education and Rehabilitative Services (OSERS) was released on July 18, 2014, to help states and local educational agencies understand how Part B of the <i>IDEA</i> and Titles I and III of the <i>ESEA</i> address the inclusion of ELLs with disabilities in annual state ELP assessments.</p> <p>Retrieved July 25, 2016, from <a href="http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf">www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf</a>.</p> <p>The 2014 guidance was amended by the July 2015 Addendum. The two documents address states' general obligations around including ELLs with disabilities in ELP assessments, responsibilities of IEP teams, accommodations and alternate assessments, exit from ELL status, annual measurable achievement objectives, initial identification, and other considerations.</p> <p>Retrieved July 25, 2016, from <a href="https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/addendum-q-and-a-on-elp-swd.pdf">https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/addendum-q-and-a-on-elp-swd.pdf</a>.</p>
<p>Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline</p>	<p>Issued on January 7, 2015, by the U.S. Department of Justice and the U.S. Department of Education, this document covers state and local educational agencies' obligations to ELL students and addresses common civil rights issues. A separate section of the document discusses the issue of evaluating ELLs for special education services and providing special education and English language services. This document is accompanied by resources for students and parents available in multiple languages.</p> <p>Retrieved July 25, 2016, from <a href="http://www2.ed.gov/about/offices/list/ocr/letters/colleague-ELL-201501.pdf">http://www2.ed.gov/about/offices/list/ocr/letters/colleague-ELL-201501.pdf</a>.</p>
<p>Dear Colleague Letter on FAPE/IEP Alignment</p>	<p>Issued on November 16, 2015, by the U.S. Department of Education (the Office of Special and Rehabilitative Services), this document addresses the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) aligned with the child's individualized education program (IEP).</p> <p>Retrieved July 25, 2016, from <a href="https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf">https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf</a>.</p>
<p>Americans with Disabilities Act</p>	<p>Issued in September 2015 by the Department of Justice, this is the Department's response to questions and complaints about</p>

<p>Requirements: Testing Accommodations</p>	<p>excessive and burdensome documentation demands, failures to provide needed accommodations, and failures to respond to requests for testing accommodations in a timely manner. The guidance applies to testing entities (private, state, local) that have exams related to applications, licensing, certification, or credentialing for secondary, postsecondary, professional, or trade purposes. Retrieved July 25, 2016, from <a href="http://www.ada.gov/regs2014/testing_accommodations.html">http://www.ada.gov/regs2014/testing_accommodations.html</a>.</p>
<p>English Learner Tool Kit</p>	<p>This document was jointly developed by the Department of Education and Department of Justice and issued in September 2015 to help state and local education agencies help ELLs by fulfilling the obligations in the Dear Colleague Letter of January 7, 2015. The tool kit includes 10 chapters, one for each of the “common civil rights issues” discussed in the January 7, 2015, Dear Colleague Letter. Retrieved July 25, 2016, from <a href="http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html">http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html</a>.</p>
<p>Peer Review of State Assessment Systems</p>	<p>This guidance was issued in September 2015 by the Office of Elementary and Secondary Education (OESE) and is required by ESEA Section 1111(e) to ensure the technical soundness of each State’s assessment system. This version was revised after the previous version was suspended in December 2012. The document is reorganized, and includes updates based on revised professional standards. Retrieved July 25, 2016, from <a href="https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf">https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf</a>.</p>



## Tool 7: Hawaii BOE Policies on Student Participation

### Part A. Academics- Standards, Assessment, and Accountability

#### HAWAII BOE POLICY

##### 101-6 COMPREHENSIVE STUDENT SUPPORT SYSTEM

The Board of Education (“BOE”) recognizes the importance of providing effective instruction in a safe, positive, caring and supportive learning environment. **A comprehensive student support system will ensure that all students attain statewide content and performance standards** as approved by the BOE and the General Learner Outcomes (“GLOs”), in order to become public school graduates prepared for civic life and post-secondary education and/or careers. Therefore, the Department shall provide a comprehensive student support system framework to support the implementation, with fidelity, of: **(1) Effective standards-based instruction for all students; (2) Appropriate student support through an array of services; (3) Positive, fair, and consistent discipline policies; (4) Involvement of families and community stakeholders as partners in the education process; (5) Management of decision-making driven by ongoing assessment of student progress; and (6) An effective single all-student database.** [Approved: 10/06/2015 (as Board Policy 101.6); amended: 06/21/2016 (renumbered as Board Policy 101-6)] Former policy 2203 history: approved: 05/14/2009

##### E-102 ACADEMIC MASTERY AND ASSESSMENT

A critical dimension of a quality educational program is the extent to which the achievement of students can be measured, compared with progress over time and to standards, and continuously improved. The Department shall ensure that all students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives by:

- Implementing a standards-based system of education that incorporates high expectations for all students; and
- Developing systems for assessing, measuring, and reporting student progress to provide students with support, for school improvement, and for public reporting.

[Approved: 06/07/2016]

##### 102-1 EFFECTIVE SCHOOLS REPORTING

The Department shall develop and make available school-by-school reports to the public at least annually. The reports shall include data in at least the following four (4) areas: levels of student academic achievement; student behavior; student satisfaction with school; and parent satisfaction. The Board and Department shall acknowledge and recognize effective schools and the Department shall assist schools in need of improvement. Rationale: Hawaii’s public schools need to be constantly engaged in assessment and evaluation in order to improve student learning and become effective schools. Monitoring for quality and continuous improvement is key to promoting standards-based education. It requires an ongoing, systematic process which relies on assessment data about student achievement, curriculum and instructional practices to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require greater school accountability for quality outcomes.

[Approved: 11/17/2015 (as Board Policy 102.1); amended: 06/21/2016 (renumbered as Board

Policy 102-1)] Former policy 2005 history: approved: 06/1998; amended: 06/23/2005

### 102-3 STATEWIDE CONTENT AND PERFORMANCE STANDARDS

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all public school students statewide, including public charter schools, in accordance with Chapter 302A-201 of the Hawaii Revised Statutes, the Board of Education shall adopt statewide content and performance standards that specify what students in all public schools, including charter schools, must know and be able to do. The Department of Education shall implement statewide content and performance standards approved by the Board of Education. Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the applicable statewide content and performance standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children. The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards. [Approved: 10/06/2015 (as Board Policy 102.3); amended: 06/21/2016 (renumbered as Board Policy 102-3)] Former policy 2015 history: approved: 10/1995; amended: 11/2001; 06/23/2005

### [WEBSITE FOR ALL STANDARDS -HAWAII CONTENT AND PERFORMANCE STANDARDS](http://standardstoolkit.k12.hi.us/)

Hawaii's Content and Performance Standard descriptions, resources, and sample assessments can be found on the Standards Toolkit website: <http://standardstoolkit.k12.hi.us/>

### 102-5 COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM

The Department of Education shall develop and establish a Comprehensive Assessment and Accountability System that integrates information from statewide student assessment, staff evaluation, school evaluation, and system-level evaluation functions. The development and operation of the Comprehensive Assessment and Accountability System should meet the highest professional standards to the fullest extent possible. This system shall fulfill requirements of Section 302A-1004, Hawaii Revised Statutes. The data generated by the Comprehensive Assessment and Accountability System shall be used to drive decision-making related to curriculum, instruction, assessment, and other aspects of student achievement and school improvement. Rationale: The Board of Education believes that for schools to have appropriate data that provides depth of information to make systematic and comprehensive improvements schools need timely access to data related to student achievement and related information on student progress and performance. [Approved: 11/17/2015 (as Board Policy 102.5); amended: 06/21/2016 (renumbered as Board Policy 102-5)] Former policy 2200 history: approved: 11/1995; amended: 01/05/2006

### 102-6 STATEWIDE ASSESSMENT PROGRAM

The Department shall establish a statewide assessment program that provides annual data on student, school, and system performance, including public charter schools, at selected benchmark grade levels, showing student performance, relative to the applicable statewide performance standards and relative to nationally representative norms, as applicable. The results of the statewide assessment program shall be reported publicly, at least annually, while maintaining student privacy. Rationale: Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide content and performance

standards requires the collection and communication of relevant and accurate student assessment information. [Approved: 11/17/2015 (as Board Policy 102.6); amended: 06/21/2016 (renumbered as Board Policy 102-6)] Former policy 2520 history: former Code No. 6142; approved: 04/1962 (Title changed from "Testing Program - Group"); amended: 10/1970; 03/1988; 01/1999

#### 102-8 STUDENT PROMOTION

The Department of Education shall establish a system of student promotion that is based on academic performance and successful student progress toward identified benchmarks specified in applicable performance standards approved by the Board of Education. Students shall be promoted based on demonstration of proficiency with respect to applicable standards of academic achievement, character development, and socio-emotional progress. The Department shall provide for successful student progress by offering educational experiences of increasing difficulty and complexity. Each student's progress shall be systematically assessed and reported. Students shall be provided appropriate remedial, re-teaching and enrichment experiences within the regular classroom as well as through coordinated supplemental services which meet individual student needs. [Approved: 05/03/2016 (as Board Policy 102.8); amended: 06/21/2016 (renumbered as Board Policy 102-8)] Former policy 4500 history: approved: 10/1970; amended: 08/1984, effective 09/1985, 05/1986, 03/1988 (renumbered), 12/1996

#### E-105 WELL ROUNDED ACADEMIC PROGRAM

All students need breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry. The Department shall provide a comprehensive and holistic program of academic education to inspire and meet the needs, interests, and abilities of all students. Such a program includes a standards-based interdisciplinary curriculum and supports to develop positive and culturally relevant learning experiences that support achievement for all students. [Approved: 06/07/2016]

#### 105-1 ACADEMIC PROGRAM

The Board recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the applicable statewide content and performance standards as adopted by the Board. The Department shall provide standards-based learning experiences to develop and nurture a variety of intelligences. Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, ensuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students, including language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills. [Approved: 11/17/2015 (as Board Policy 105.1); amended: 06/21/2016 (renumbered as Board Policy 105-1)] Former policy 2100 history: adopted: 10/1970; amended: 08/1086, 03/1988, 01/1999, 01/05/2006

#### 105-2 RESPONSIBILITY FOR CURRICULUM DEVELOPMENT & IMPLEMENTATION

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system. The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for

developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to statewide content and performance standards. [Approved: 05/05/2015 (as Board Policy 105.2); amended: 06/21/2016 (renumbered as Board Policy 105-2)] Former policy 2030 history: former code no. 6123.2; former policy approved: 07/1960; amended: 10/1970, 03/1988; 03/1999

### Part B. Inclusion- Special Student Groups

## HAWAII STATE POLICIES GOVERNING THE PARTICIPATION OF SPECIAL STUDENT GROUPS IN STATE ASSESSMENT

### 105-12 SPECIAL EDUCATION AND RELATED SERVICES

The Department shall be responsible for the provision of Free and Appropriate Education for all public-school students, including students enrolled in public charter schools. The Department shall provide special education and related services to eligible students and be responsible for developing rules, guidelines, and/or procedures to implement the goals set forth below:

1. Provide access to educational opportunities and a Free Appropriate Public Education ("FAPE") in the Least Restrictive Environment ("LRE") for each eligible student through the development of an Individualized Education Program ("IEP"), and ensure that all professionals and/or paraprofessionals providing services possess a level of proficiency to meet the unique needs of the student;
2. Provide extended school year services to students whose IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE;
3. Work collaboratively with other state government agencies and private agencies to address the special education and related service needs of eligible students;
4. Provide appropriate instructional resources, planning time, and support staff to meet the individual needs of students;
5. Provide staff development and teacher training. The Department shall also provide technical assistance statewide;
6. Ensure that all schools provide an inclusive and accommodating environment to meet the individual needs of students;
7. Provide programs and services in all schools for students with disabilities to learn alongside their peers without disabilities;
8. Ensure that all service(s) determined appropriate by the IEP team and the resources necessary to deliver those services meet the individualized needs of students.

Rationale: Students with disabilities are entitled to a Free Appropriate Public Education (FAPE), as described in Chapter 60, Hawaii Administrative Rules to implement the Individuals with Disabilities Education Act (20 U.S. Code §1400) and federal laws and regulations relating to the provision of a free and appropriate public education to a student with a disability.

Approved: 05/03/2016 (as Board Policy 105.12); amended: 06/21/2016 (renumbered as Board Policy 105-12)] Former policy 2160 history: approved: 04/1982; amended: 03/1988, 11/20/2003, 02/16/2006, 11/01/2007, 11/04/2010

### 105-13 INCLUSION

All decisions regarding the appropriate education for students with disabilities, for students 3 year to 22 years of age, shall be based upon their Individualized Education Program consistent with applicable federal and state laws. The appropriate inclusion of students with disabilities in regular classroom environments requires:

1. The participation of all members of the child's educational team.

2. Appropriate staffing, adequate planning time, resources, and supports necessary to maintain a student in the least restrictive setting. This includes support and training for special education and general education teachers.
3. The development and dissemination of multiple teaching and learning techniques and strategies that support collaboration and the provision of educational services to accommodate the strengths and needs of students with disabilities and promote relevant learning experiences, meaningful relationships and mutual respect.
4. Recognition of the needs of all children in the classroom.
5. Maximum possible cooperation between the home and the school.

Rationale: The Board of Education believes that all students can and want to learn. Inclusion of students with disabilities in regular classroom environment help students of all ability levels learn together in the same classroom. Inclusion is defined as the provision of education to each student with a disability with support services in the school or classroom they would otherwise attend to the maximum extent appropriate and in the manner which benefits the student with a disability. [Approved: 05/03/2016 (as Board Policy 105.13); amended: 06/21/2016 (renumbered as Board Policy 105-13)] Former policy 2280 history: approved: 12/1995; amended: 02/16/2006

#### 105-14 MULTILINGUALISM FOR EQUITABLE EDUCATION

All cultures and languages are valuable resources to learn and live in Hawai'i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawaii's students. The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

The Department shall strive to meet the following goals of this policy:

- provide a range of language program(s) for multilingual students, which include students identified as English language learners("ELL") and students who want to learn an additional language;
- provide effective educators with appropriate knowledge, skills, and instructional materials; and
- provide outreach supports to families to become actively engaged in their children's education.

To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners and administrators. The Department shall provide an annual report on the implementation of this policy to the Board. The Department shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Department. The Department shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

Rationale: Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education, be it English or Hawaiian.

[Approved: 02/16/2016 (as Board Policy 105.14); amended: 06/21/2016 (renumbered as Board Policy 105-14)]

#### Hawaii Board of Education Administrative Rules

§8-12-9 Testing and progress reports of children excepted for alternative educational programs, other than home schooling. (a) Test scores are required for grades identified in the Statewide Testing Program. A child is eligible and required to participate in the Statewide Testing Program

at the local public school. Parents shall be responsible for securing necessary details from the principal of the school. The parents may elect to arrange for private testing at their own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parents shall inform the school principal if private testing will be used for purposes of this chapter.

§8-12-18 Testing and progress reports of home-schooled children.

Test scores shall be required for grades identified in the Statewide Testing Program, grades three, five [NEW], eight, and ten. A child is eligible to participate in the Statewide Testing Program at the local public school. The parent is responsible for securing necessary details from the principal of the local public school. The parent may elect to arrange for private testing at the parent's own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parent may request and the principal may approve other means of evaluation to meet the Statewide Testing Program requirements.

## Tool 8: Sample Student Profiles

The following four profiles were drawn from actual student profiles, and identifying information has been removed or changed. These profiles are not meant to be representative, but rather to highlight the importance of addressing the individual needs of each English learner (ELL) with a disability.

### **Student 1: High English Language Needs, Low Disability-related Needs**

Ricardo is a 14-year-old boy. He is in the 7<sup>th</sup> grade now and has been in the school district since kindergarten. However, he left for extended periods of time to return to his home country of Peru. Spanish is his first language and the primary language spoken at home.

Ricardo struggled in school academically and socially. Because of his ELL status, it was difficult to determine if his struggle was due to limited English proficiency. Finally, in Grade 5, Ricardo's assessments were ordered in Spanish, and someone was brought in, so the student could be tested in his first language.

Those test results showed that he had a learning disability and, with special education support, he improved both socially and academically. He still struggled with having confidence in his abilities and he read well below his grade level.

The assessment coordinator, John, administered the general assessment with Ricardo. John wanted Ricardo to be able to have individual testing so that he could have all the time he needed. John read the math portion of the test to Ricardo, but he was on his own for the reading section. It was a horrible experience for Ricardo.

The reading section was completed over a week. John gave him multiple breaks, but he could not give Ricardo what he really needed. Ricardo wanted to do well so badly that he spent almost an hour on just one question. He kept trying to reread the passage but could not get through it. There were too many words that he could not read. He was so frustrated. He was in tears, but he refused to just leave it. He said, "I am going to do terrible. I just want to do better."

This year he was able to complete a partial alternate assessment instead of having to complete the reading portion of the test. He was thrilled when the scores came back, and he had exceeded proficiency. He wouldn't be able to take the alternate assessment next year, but at least he was successful this year. He was proficient in math and exceeding proficient in reading.

His English test scores were – Speaking: Intermediate; Listening: Basic; Reading: Emergent; and Writing: Emergent. He has made huge gains over the last year, both in

his abilities and self-confidence. Ricardo's teacher is looking forward to the reading and writing portions of the general assessment next year. Hopefully, with another year under his belt and all the accommodations the teacher can offer, the student will feel successful again.

John did not know what could be done so that the test would better reflect the student's true abilities. He thought that the state tests were not made to accurately assess ELLs or students with disabilities. ELLs also take the English proficiency test every year. He thought that it would be nice if those scores could be used to measure annual progress of ELLs with disabilities instead of the general assessment. John thought that with all of the state assessments, it did not seem like there were real options as far as participation. But he had to administer the assessments.

### **Questions for Ricardo's Case**

1. Do you agree with Ricardo's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

### **Student 2: High English Language Needs, High Disability-related Needs**

Fatima came to the United States with her family as a refugee. She lives in a "complex" with an extended family. Her mother has a mild intellectual disability. Educators have been unable to communicate with her parents due to their limited knowledge of English. Some intercultural misunderstandings may have occurred. Fatima has been a student in her current district since kindergarten. Throughout her schooling, she has had some challenging behaviors in the classroom. Most notable has been taking things from the teacher and other students (food, pencils, etc.), which has created issues and concerns in her education.

Fatima has attained a reasonable amount of spoken English since she began school in kindergarten, but has very delayed skills in all areas according to grade-level standards. Fatima has a hearing impairment and severe vision impairment, for which she qualifies for special education.

Fatima's school psychologist is concerned about the validity of Fatima's assessment results because of the unresolved interaction between her disability and score results. Prior to enrolling in the district, Fatima's family had not provided any medical interventions. The school obtained permission to take Fatima to an eye doctor. Glasses and vision exercises were prescribed. However, in her native culture it is not permitted to wear glasses. She reported that the first pair of glasses paid for by the health care



system had been lost at home. Fatima then reported that the second pair of glasses, which was paid for by the school, had been broken. The third pair that the teacher paid for personally, had to stay at school, but was thrown away at lunch. Currently, Fatima is not wearing glasses which are an educational need for her. The school plans on getting her another pair when she returns from spring break. Their main focus is on creating a plan so that she will wear them. Fatima is also doing the vision exercises that need to be done daily, four times a day. She mainly does these exercises at school since she rarely remembers to do them at home.

Fatima also has a significant hearing loss. Most of the assistive technology suggested to help with this impairment is placed in the ears. The school got a hearing aid for Fatima that can be worn under her headscarf. Her family would prefer that Fatima does not put her headscarf behind her ears. The quality of the sound, however, is not always optimal for the student. The aid provides a more muffled sound than it would if her ears could be out from under the headscarf. Because of these unresolved vision and hearing impairments, the psychologist does not want to conduct assessments with questionable validity.

The school hired interpreters and did home visits to figure out the best way to help Fatima. Every teacher on staff is working to help her. She is still classified as ELL according to her most recent English proficiency test.

### **Questions for Fatima's Case**

1. Do you agree with Fatima's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

### **Student 3: Low English Language Needs, High Disability-related Needs**

Ben is 14 according to his birth certificate. He is in 7th grade. He was adopted from Haiti into a loving family when they think he was 5. He had lived in an orphanage and was malnourished when he came to the United States. He had limited language in his native Haitian Creole and had Peters Anomaly, with only one functioning eye. When he began kindergarten, he did not have any fine motor skills due to low muscle tone and did not appear to have any pre-literacy skills. He was quite passive and loved listening to stories, showing evidence that he came from a language with an oral tradition and had been told some stories in the past. He began to develop a charming personality and seemed to be adapting to his new language, culture, family, school, and environment.

He worked hard at school, had a lot of support as an English learner, and was assessed for support in physical and occupational therapy. His oral language continued to grow, as evidenced by his English assessment scores; however he was not learning to read and write and began to struggle academically. He received specialized reading and math through special education in Grades 2 and 3, while remaining in the classroom for the rest of the time. He continued with ESL pull-out and he participated in an after-school reading and writing club. He became a part of the school and community, loved to have people read non-fiction to him, and he was able to discuss what was read when given the opportunity.

The loss of his first language over time seemed to have quite an impact, as he had nothing linguistically to relate to. Most language he used was very concrete, he clung to factual information, and he did not understand inferences or metaphors. He began to lose confidence and became very self-conscious in academic settings. After much testing, he was diagnosed with an intellectual disability, attention deficit hyperactivity disorder, and post-traumatic stress disorder. In Grades 4 and 5, he was in an intensive self-contained special education program to focus on reading, writing, and math. It was during these years that he began to strengthen his reading and writing skills, but his math skills were far below proficient. Due to a change in location of the program and his schedule, he did not receive ESL programming at this time other than the after-school program and Rosetta Stone. The question of shared support through ESL services and special education services resurfaced.

Ben's mother was frustrated with all the assessments that her son and other ELL students with disabilities had to go through each year. She understood the need to assess, but she felt that there was too much time spent on "teaching to the test," as well as the days of the actual testing. She wondered about the purpose of the English language test for her son and she is not sure that accommodations are really that helpful. She would rather see educators using that time on appropriate instruction at her son's developmental level with less formal assessments along the way to show what he was learning, NOT what he couldn't possibly comprehend on the state-mandated tests. She does feel that the English test is a valid assessment of his language development. She felt that the accommodations that her son had were just something to put on paper, and that it would be more appropriate to use his oral strength and assess him on what he was presently learning. She was worried about Ben's future and saw that he had a potential six more years before graduating from high school with all of the required assessing. She believed in public education and hoped and expected that he would stay in school. She felt that due to his intellectual challenges, Ben needed to become functional. She was concerned that his self-esteem was affected every time he was put in front of a required test. Ben was receiving community support for his disability. However, the support that Ben needed might be not available if the school didn't have the data from the assessments.

### **Questions for Ben's Case**

1. Do you agree with Ben's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

#### **Student 4: Low English Language Needs, Low Disability-related Needs**

Anna is a Spanish-speaking girl who was administered both the English proficiency assessment test and the general assessment this year. She was very outgoing, thus giving the impression to others that she was performing at a higher level than she actually was. Anna was also very conscientious about not making mistakes. She came late in the year when testing was already underway. Since Anna entered during the testing window, the school was expected to test her. On the general assessment, it was slightly easier for Anna because the school testing coordinator, Lesley, gave the test, and she was familiar with Lesley. Lesley also let her know that it was okay to be "wrong" or to say she did not know. After half an hour of testing, it became obvious that Anna was just randomly answering questions and did not appear to understand them. Lesley immediately contacted the testing coordinator for the district to inform her that the school had the wrong level of test for Anna. The district testing coordinator assessed the situation, and the teachers were informed that they had to administer the previously selected test for Anna. So, while Anna appeared "okay" taking the test, she often ended up in tears because she knew she did not know the answers.

Anna's parents were from Central America, and they did not speak English at home. It quickly became clear that there were some intercultural misunderstandings. Anna's parents were quite happy to have their child in a U.S. American school, but did not understand the special education aspect of things (a service not offered where they had lived). So when Anna started having problems in school, her parents did not know what to do and pressured Anna to pass the test. Her parents did not understand the purpose of the test and they were concerned that she had missed several questions. Lesley managed to calm both Anna and her parents, explaining to them that the school would do whatever it could to help Anna learn the material that was difficult for her.

#### **Questions for Anna's Case**

1. Do you agree with Anna's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

## Tool 9: Dos and Don'ts When Selecting Accessibility Supports

**Do**...make accessibility decisions based on individualized needs (e.g., the student's amount of time in the country, disability needs, etc.).

**Don't**...make accessibility decisions based on whatever is easiest to do (e.g., preferential seating).

**Do**...select accessibility supports that reduce the effect of the disability and language barrier to access content and demonstrate learning.

**Don't**...select accessibility supports unrelated to documented student learning needs or to give students an unfair advantage.

**Do**...be certain to document instructional and assessment accommodation(s) on the IEP, 504, or ELL plan.

**Don't**...use an accommodation that has not been documented on the IEP, 504, or ELL plan.

**Do**...turn off certain universal features for some students if these features prove to be distracting.

**Don't**...assume that all universal features should be available to all students without previous try-outs.

**Do**...select designated supports based on input of one or more informed educators.

**Don't**...make blanket decisions about designated supports.

**Do**...ensure that accommodations are selected based on multiple stakeholders' input.

**Don't**...make unilateral decisions about accommodations.

**Do**...make decisions about designated supports and accommodations prior to the assessment day.

**Don't**...assume that various combinations of accessibility supports will work effectively without testing these combinations.

**Do**...be specific about the "Where, When, Who, and How" of providing accessibility supports.

**Don't**...assume that all instructional accessibility supports are appropriate for use on assessments.

**Do**...refer to state accessibility policies and understand implications of selections.

**Don't**...simply indicate an accessibility support will be provided "as appropriate" or "as necessary."

**Do**...evaluate accessibility supports used by the student.

**Don't**...check every accessibility support possible on a checklist simply to be "safe."

**Do**...get input about accessibility supports from teachers, parents, and students.

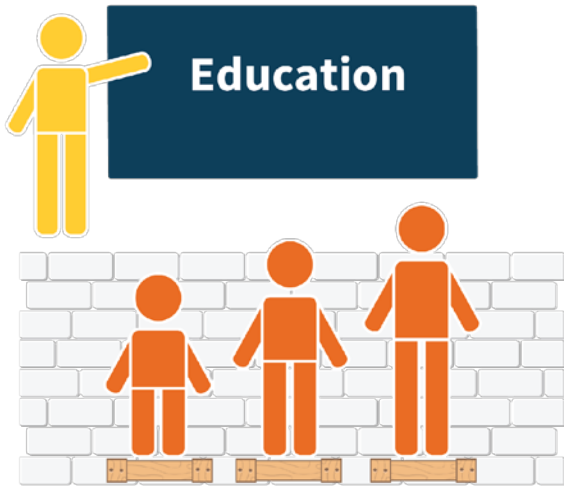
**Don't**...assume the same accessibility supports remain appropriate year after year.

**Do**...provide accessibility supports for assessments routinely used for classroom instruction or ensure that students practice each support sufficiently.

**Don't**...provide an assessment accessibility support for the first time on the day of a test.

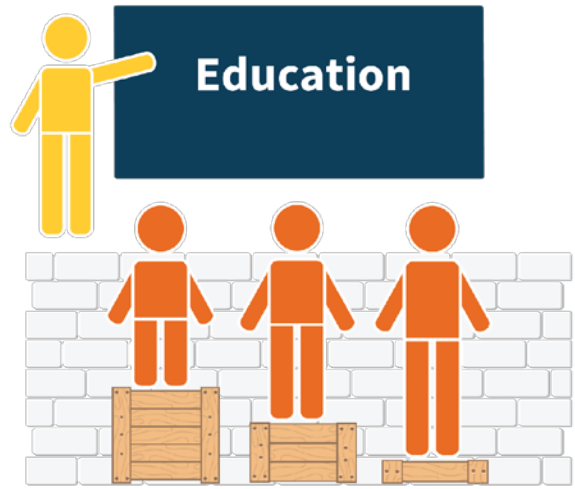
**Do**...select accessibility support based on specific individual student needs.

**Don't**...assume certain accessibility supports, such as a dictionary, are appropriate for every student.



**EQUALITY**

VS



**EQUITY**

## Tool 10: Accessibility Supports from the Student's Perspective

*Use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of "accessibility supports" (universal tools, designated supports, and accommodations), and provide examples as necessary. Also, provide a list of possible accessibility supports to give the student a good understanding of the range of supports that may be available.*

1. What parts of learning are easiest for you?

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2. Tell me something in class that you do well.

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*The things you said you can do well above are your strengths. For example, you may have mentioned vocabulary, grammar, reading, writing, listening, 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. What parts of learning are hardest?

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4. Tell me something you do in class that is hard.

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

5. In the list that follows, write down all of the challenges you currently have related to learning. Then look at a list of accessibility supports. Next to each class, write down what supports you think might be helpful for you.

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# Challenge List

**Things that are hard**

**Accessibility supports**

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This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

## Tool 11: Parent Input on Accessibility Supports

Questions Parents Should Ask about Accessibility Supports (Universal Tools, Designated supports, and Accommodations) in Instruction and Assessment

### About Instruction

- What instructional supports does my child need to access and reach the academic standards?
- How can my child and I advocate to receive accessibility supports not yet provided in instruction?
- Are there any accessibility supports that my child uses at home but does not have available in the classroom?
- Are the accessibility supports my child is receiving in instruction meant to be temporary? If yes, what is the plan to help determine when to phase them out?
- How are the various staff members who work with my child providing accessibility supports? (across content instruction, English language development, special education, or other staff)
- What is the setting or model of program support my child receives for instruction?

### About Accessibility Supports

- What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- Are the accessibility supports allowed on state tests also provided for district tests?
- How can I support my child at home to ensure that my child can access homework meaningfully?
- Can my child participate in part of an assessment with or without certain accessibility supports?
- Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?
- Do consequences of accessibility supports vary by type of test?

### Questions for Instruction and Assessment

Is the need for each accessibility support documented in my child's planning tool (such as ISAAP, PNP, or a similar tool) and/or ELL, IEP, or 504 plan?

Are there too many or too few accessibility supports being provided?

What are my child's preferences for specific accessibility supports?



If my child needs designated supports or accommodations, how will they be provided?

If an accessibility support provided on a test is not used in instruction, or is not presented in the same format (e.g., an online calculator for a test), how will my child be given opportunities to practice using the accessibility support?

If an accessibility support used in instruction is not allowed on a test, is there another allowed option to assist the student? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accessibility support before the test? What evidence is there to know if my child was able to access or use the accessibility supports provided?

### **Other questions you may have**

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.

## Tool 12: Instructional Accessibility Features and Accommodations (AFAs)

Student Name: \_\_\_\_\_

Beginning of Year AFAs:	Middle of Year AFAs	End of Year AFAs
1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
<b>Teacher Evaluation:</b>	<b>Teacher Evaluation:</b>	<b>Teacher Evaluation:</b>
<b>Team Recommendations:</b>	<b>Team Recommendations:</b>	<b>Team Recommendations:</b>

## Tool 13: Accessibility Calendar

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject: \_\_\_\_\_

School Year: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Accessibility Feature or Accommodation	+ = very effective ✓ = provided x = refused 0 = provided, but not effective				
	Month:				
	M	T	W	T	F

## Tool 14: Accessibility Supports in the Classroom

Use this chart to track different aspects of how a student uses accessibility supports (universal tools, designated supports, and accommodations) in your classroom. This will help inform decision making on accessibility supports.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

What accessibility supports does the student use in the classroom? List them in the chart. Then follow the questions in the chart.

Questions	List accessibility supports – universal tools (turned off), designated supports, and accommodations				
1. Is it noted in student's planning tool (such as ISAAP or PNP) and/or ELL, IEP, or 504 plan?					
2. For what task(s) is it used? (e.g., task type or standard).					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					
5. If more than one support is available, how do these supports					

Questions	List accessibility supports – universal tools (turned off), designated supports, and accommodations				
interact? For example, does one accessibility support seem more effective when used with another on a task?					
6. If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?					
7. Does the student's individualized plan (e.g., ELL, IEP, 504) need to be updated?					

## Tool 15: After-test Accessibility Questions

Use this form after a test to interview a student about the accessibility supports (universal tools, designated supports, and accommodations) provided, used, whether they were useful, and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. Students in higher grades may do this independently, or filling out this form could be facilitated through a discussion between a teacher and a student.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Accessibility support used: \_\_\_\_\_

Questions	Supports Available (List)			
Was the accessibility support used? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Was the accessibility support useful? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accessibility support? (Are adjustments needed?) <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No
Should the accessibility support be used again? <i>(Circle Yes or No and record optional comments.)</i>	Yes / No	Yes / No	Yes / No	Yes / No

Student signature: \_\_\_\_\_

## Tool 16: Assessment Accessibility Plan

### Student Information

Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Name of Assessment: \_\_\_\_\_

### Case Information

ESL/Bilingual Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Building/School: \_\_\_\_\_

General Education Teacher(s): \_\_\_\_\_

Accessibility supports that the student needs for this assessment and date arranged:

### Accessibility Supports

### Date Arranged

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Comments: \_\_\_\_\_

Person responsible for arranging accessibility supports and due date:

### Person Responsible Due Date

### Date Arranged

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Comments: \_\_\_\_\_

Room assignment for assessment: \_\_\_\_\_

Planners for this process (signatures): \_\_\_\_\_

Adapted from Scheiber, B., & Talpers, J. (1985). *Campus access for learning disabled students: A comprehensive guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

## Tool 17: Accessibility Journal for Teachers

One way to keep track of what accessibility supports work for students is to support them in keeping an “accessibility journal.” The journal lets the student be in charge and could be kept up to date through regular consultation with an ESL/bilingual teacher, special education teacher, general education teacher, assessment administrator, or other staff members. Just think how much easier it would be for educators to decide which accessibility supports to select if the student kept a journal documenting all of the following:

- Accessibility supports used by the student in the classroom and on tests;
- Test and assignment results when accessibility supports are used and not used;
- Student’s perception of how well the accessibility support “works”;
- Effective combinations of accessibility supports;
- Difficulties of accessibility support use; and
- Perceptions of teachers and others about how the accessibility support appears to be working.

*In the spaces provided below, design and organize the use of an accessibility journal for one of your students. Answer these questions:*

1. What would you include as headings for the journal?

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2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

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3. With whom would the student share journal entries, and when would it be done?

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## Tool 18: Identifying Roles and Responsibilities

Directions: This activity can be completed in small groups. Complete the columns below and discuss roles and responsibilities in the provision of standards-based education to your students.

Your Role as You See It	The Role of Other Colleagues as You See Them
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Discussion Issues

1. Is your role clear in the provision of standards-based education to your students?
2. What appear to be similarities and differences between perceived roles and responsibilities of various educators?
3. To what extent does collaboration among educators occur in your building or district? What are some of the barriers or obstacles?
4. Are our boundaries clear? What are you doing now that you feel may be “out of your jurisdiction”?
5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for general, ESL/bilingual, and special education teacher collaboration?

Adapted from *Delaware Accommodation Activity Sheets*, Delaware Department of Education.

## Tool 19: Read Aloud Guidelines

### Background

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced English Language Arts (ELA) and Mathematics Assessments, Hawai'i State Science Assessments (HSA Science), and the Algebra 1, Algebra 2, and Biology 1 End-of-Course (EOC) Exams, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Hawai'i Statewide Assessment Program (HSAP) *Guidelines for Read Aloud, Test Reader* that are presented here and were adapted from the *Smarter Balanced Guidelines for Read Aloud, Test Reader*. The guiding principle in reading aloud is to ensure that the student has access to test content.

### Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication. (Hawai'i Read Aloud Test Readers must view the Read Aloud Training Module (Smarter Balanced Assessments only), and is posted in the Training and Webinars folder on the Resources page at <http://alohahsap.org>.)
- Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

### Preparation

- Test coordinators must complete Appendix Q in the Smarter Balanced Summative Test Administration Manual (TAM) or the HSA Science and EOC Exams TAM for each student that will receive the Read Aloud **accommodation** and send the form to the Assessment Section prior to test administration. These documents may be found in the Resources section on

alohahsap.org.

- Test readers should read and sign the Security/Confidentiality Agreement in the Resources > Accessibility and Accommodations section on aloahsap.org and send to the Assessment Section prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of each test session. Having a working familiarity with the test environment and format will help facilitate the reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* that also apply to the HSA Science Assessments and EOC Exams.

- Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the *Guidelines for Read Aloud, Test Reader*).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Guidelines for Read Aloud, Test Reader*.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

### General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of

other students.

- Read each question exactly as written as clearly as possible.
- Throughout the test, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

### Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the test session and deliver it to the test administrator in accordance with Smarter Balanced and state policies and procedures.
- The test reader must not discuss any portion of the test with others.

## Tool 20: Scribe Guidelines

### Background

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced Assessments, Hawai'i State Science Assessments (HSA Science), and End-of-Course (EOC) Exams as a **documented designated support for non-writing items and an accommodation for writing items**.

### Qualifications for Scribes

- Scribes must be DOE certificated employees who have Smarter Balanced test administrator certification.
- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with the Hawai'i Statewide Assessment Program (HSAP) test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

### Preparation

- Test coordinators must complete Appendix Q in the Smarter Balanced Summative Test Administration Manual (TAM) or the HSA Science and EOC Exams TAM for each student that will receive the scribe **accommodation** and send the form to the Assessment Section prior to test administration. These documents may be found in the Resources section on alohahsap.org.
- Scribes must read and sign the Security/Confidentiality Agreement in the Scribing Protocol document and send to the Assessment Section prior to test administration. This document may be found in the Resources > Accessibility and Accommodations on alohahsap.org.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.

- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Scribes should review the Scribing Protocol for HSAP assessments with the student at least one to two days prior to the administration of the first test session.
- Scribes should practice the scribing process with the student at least once prior to the first test session.

### General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated right next to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student

has dictated.

- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

#### Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures

## Tool 21: State Policy- ELL Program-WIDA ACCESS 2.0 Administrative Considerations

The Hawaii State English Language Learner (ELL) Program ensures students with limited English proficiency (1) have access to educational opportunities by providing services that assist these students with the attainment of English language proficiency, (2) develop high levels of academic attainment in English, and (3) meet the same challenging State academic content and student achievement standards all students are expected to meet. Services to ELL Program students include instructional services consisting of English as a Second Language (ESL) type instruction and acculturation activities.

The ELL Program supports the Hawaii Department of Education's mission to provide standards-based education through supplementary instructional and acculturation activities. Services provided through the ELL Program implement the requirements of Title VI of the Civil Rights Act of 1964 and its regulations, and the Equal Educational Opportunities Act (EEOA) of 1974. With regard to students with limited English proficiency, Title VI and its regulations require that students are able to participate in, or benefit from, regular or special education instructional programs. Services to ELL Program students and Immigrant Children and Youth also implement the requirements of Title III of the Elementary and Secondary Education Act (Title III). Title III requires ELL Program students to attain English proficiency, and meet the same challenging academic standards all students are expected to meet.

These are the state standards that guide ELL Program instruction for students in the acquisition of language and academic content:

- **Hawaii Common Core** ([VIEW](#))
- **WIDA English Language Development (ELD) Standards**([VIEW](#))  
The Hawaii State Board of Education approved the Hawaii State Department of Education's adoption of the WIDA English Language Proficiency Standards on May 21, 2009. The WIDA ELD Standards are used as the Hawaii State guide to English language development and instruction for ELLs, and serve as the basis for the summative annual English Language Proficiency (ELP) assessment to determine whether a student is making progress or has achieved the ELL exit requirements.
- **WIDA Standards and Instruction** ([VIEW](#))  
WIDA tools to aid in the design of curriculum, instruction, and assessment for ELLs and includes the WIDA ELD Standards.

These are the tests Hawaii uses to identify and provide appropriate services for ELLs:

- **WIDA-ACCESS Placement Test (W-APT)** ([VIEW](#))  
Students who may be limited English proficient are tested for English language proficiency when they first enter school using the W-APT. The results of the W-APT help determine what kind of English language support is needed for the



students to progress in school. Appropriate services are then provided to help students work towards the Hawaii State standards and WIDA ELP Standards.

- **WIDA Screener**

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

As a flexible, on-demand language proficiency assessment, WIDA Screener can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student.

The WIDA Screener is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.

- **ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) ([VIEW](#))**

Beginning with the school year 2009-10, ELL Program students are annually tested using the Hawaii Department of Education adopted WIDA English language proficiency assessment, the ACCESS for ELLs. The ACCESS for ELLs test is used to determine a student's language progress and proficiency in developing English.

- **Alternate ACCESS for ELLs ([VIEW](#))**

An assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as ELLs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

## **Hawaii State Policy**

### **WIDA ACCESS for ELLs 2.0 Online Assessment Administrative Considerations**

The WIDA ACCESS Accessibility and Accommodations Supplement provides information about WIDA approved administrative considerations and indicates which administrative considerations are conditional upon state policy. Schools are given the authority to make administrative determinations - i.e., administrative considerations that are approved by both WIDA and the state - for any ELL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools in determining the conditions under which ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs tests can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. The following is provided as state policy to address those issues.

- Hawai'i State Policy allows for eligible students to be administered an assessment in a different modality than their peers. For example, a student who is unable to view a computer monitor due to a visual processing disability may be provided the paper/pencil version of the assessment. The WIDA ACCESS for ELLs 2.0 Paper/Pencil Request Form will need to be submitted to the Assessment Section for verification of eligibility.
- Hawai'i State Policy requires that all portions of an assessment be completed using the same delivery method. For example, students being administered the Online WIDA ACCESS for ELLs 2.0 are required to complete all domains using the online delivery system. A combination of paper/pencil and online delivery is not permitted.

## Tool 22: Human Signer Guidelines

Human signers are only allowed to sign the test directions (the “say” statements in the script) for state summative assessments. They may not sign test items. The following guidelines could be useful for human signers during classroom instruction and on classroom and school-administered assessments.

In cases where a student requires a sign language support, and for whom the American Sign Language (ASL) video accommodation is not available or appropriate, a human signer may sign the language support. It is suggested that human signers follow these procedures during testing to ensure the standardization of the signed presentation to the students.

1. Signers must be knowledgeable of test administration policies.
2. Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student’s selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
7. Signers must use facial expressions consistent with sign language delivery and must not use expressions, which may be interpreted by the student as approval or disapproval of the student’s answers.
8. Test administrators must be familiar with the student’s Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the

test, such as a magnifier, projection, abacus, braille, slate, or stylus, and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.
10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.
11. Signers must spell any words requested by the student during the test administration.
12. When test items refer to a particular line, or lines, of a passage, re-sign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the following lines..." then sign the lines to the student, followed by question X and the response options.
13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.
14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.
15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.
16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy ask, "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.
17. Signers should refer to the state glossary (if provided) for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.

## Tool 23: Teacher Evaluation of Classroom Accessibility Features and Accommodations

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Please list each accessibility support (feature or accommodation), rate its effectiveness, and comment about what you think might improve effectiveness, if needed.

	Accessibility Support	Not effective	Somewhat effective	Very effective
1.		1	2	3
	How could the effectiveness of this accessibility support be improved?			
2.		1	2	3
	How could the effectiveness of this accessibility support be improved?			
3.		1	2	3
	How could the effectiveness of this accessibility support be improved			

## Tool 24: Questions to Guide Evaluation at the School Level

Discuss the following questions with other educators:

- Are there procedures in place to ensure test administrators adhere to directions for the administration of accessibility supports (universal tools, designated supports, and accommodations)?
- In what ways can you use assessment data and accessibility data to ensure appropriate accessibility supports are being used?
- In what ways are you currently evaluating the methods of students receiving accessibility supports? How can you improve these methods?