

A decorative graphic of three green leaves with white outlines is positioned on the left side of the page, partially overlapping the blue background. The leaves are arranged in a vertical, slightly curved pattern.

# Student Assessment Accommodations Manual 2013 Update

Assessment and Accountability Division  
New Mexico Public Education Department



The State of New Mexico  
Student Assessment  
Accommodations Manual  
2013 Update

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**Notes**

- This document is available at [www.ped.state.nm.us](http://www.ped.state.nm.us). Click on the A–Z directory to locate it under *A* for Assessment and Evaluation.

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## Preface

### **Purpose of the Accommodations Manual**

The *Student Assessment Accommodations Manual, 2013 Update* provides information to district and school staff, including Individualized Education Program (IEP) teams, Student Assistance Teams (SAT), English language learner (ELL) Teams and Language Assessment Teams (LAT), as well as Test Coordinators and Test Administrators. It assists them in selecting, administering, monitoring and evaluating the use of accommodations for the Standards Based Assessment (SBA), New Mexico High School Competency Exam (NMHSCE), the New Mexico High School Graduation Assessment (HSGA), the New Mexico Alternate Performance Assessment (NMAPA), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and short-cycle assessments. The information in this manual is applicable to students requiring test administration practices or assessment accommodations, including general education students, students receiving special education services, students with Section 504 Accommodation Plans, and English language learners (ELLs). School and district personnel should become thoroughly familiar with the content of this manual to ensure that students receive appropriate and effective accommodations during testing.

### **Key Elements in Accommodation Policy and Procedures**

A number of important policy elements are presented in this 2013 update of the Accommodations Manual, including the following:

1. Coded accommodations are allowable only for students with IEPs, Section 504 Plans, or current ELL status.
2. All students are eligible for Test Administration Practices.
3. Accommodation Code numbers must be entered into the Biogrid.
4. Scribing directions are included in Appendix C.

## Acknowledgements

The PED recognizes the valuable contributions of the ELL Accommodations Taskforce, a statewide panel of bilingual education directors and the Students with Disabilities (SWD) Accommodations Taskforce, a statewide panel of special education directors for reviewing and substantially revising New Mexico's assessment accommodations policy. The PED expresses special appreciation to Dr. Charlene Rivera for recommending *the Guide for Refining State Assessment Policies and Accommodating English Language Learners*, which she coauthored, and to Dr. Jamal Abedi for recommending research resources, many which he coauthored, to guide our revisions. The PED also appreciates the thoughtful review of this manual by Dr. Martha Thurlow, Dr. Laurene Christensen, and New Mexico Technical Advisory Committee members Dr. Jamal Abedi, Dr. Chris Domaleski, Dr. Wayne Neuberger, Dr. Charlene Rivera, and Dr. William Schafer.

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# The New Mexico Statewide Assessment Program

## New Mexico Standards Based Assessment

The New Mexico Standards Based Assessment (SBA) measures a student's mastery of the state content standards and benchmarks. It is administered annually in the spring to grades 3–8, H2, and H3.

Subtests	Grade Levels Assessed						
Reading	3	4	5	6	7	8	H2 and H3
Mathematics	3	4	5	6	7	8	H2 and H3
Science		4			7		H3
Writing	3		5			8	

## Standards Based Assessment /High School Graduation Assessment (HSGA)

Since spring of 2012, the SBA/HSGA has been the graduation exit exam for New Mexico.

## New Mexico Alternate Performance Assessment

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) established a legal requirement to include students with disabilities in general state-wide and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary. Further, IDEA 1997 included a requirement for states to develop alternate assessments and guidelines for participation in alternate assessments for the small percentage of students whose disabilities preclude them from participation in the general assessments, even with accommodations. The purpose of these amendments to IDEA was to emphasize the need to improve educational outcomes for students with disabilities.

IDEA 2004 establishes some additional expectations. Section 612 (d)(1)(A)(vi)(bb)(AA)–(BB) of IDEA 2004 now requires each individualized education program (IEP) to include a “statement of why the child cannot participate in the regular assessment, and the particular assessment selected is appropriate for the child.” IEP teams must use the 2009–2010 Addendum for Determining Eligibility for the New Mexico Alternate Performance Assessment to address this question. The participation criteria for the NMAPA have become the rule in the state of New Mexico. Sections 6.31.2.11(E)(3)(a)–(c) of the New Mexico Administrative Code (see page 11).

The reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), expands the requirements of IDEA. NCLB contains specific language with regard to accountability and inclusion of students with disabilities in state assessment and accountability programs. The NCLB also requires that parents be informed of the potential consequences, such as potential limitations on postsecondary opportunities, for their child if he or she is being assessed against alternate achievement standards.

## Purpose

The purpose of the NMAPA is to maximize access to the general education curriculum for students with significant cognitive disabilities, ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The NMAPA is only for those students with **documented significant cognitive disabilities** and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

The NMAPA is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the New Mexico Extended Grade Band Expectations (EGBEs). The test was designed to assist educators, parents, and related service providers with determining the level of academic skill the students have attained up to the point of assessment.

## Making the NMAPA Tasks Accessible

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

## Guidelines for Selecting TA-Provided Materials

Guidelines for selecting TA-provided materials include the following:

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

- It is appropriate to use toys or other objects to represent something only if the student understands symbol use. When using toy objects to represent a picture or real object, be sure to clarify that it is a toy or “pretend” item.

### **Allowable NMAPA Accommodations**

Accommodations are tools and procedures in the areas of presentation, response, timing and scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student’s disability—they are *not* intended to reduce learning expectations. The NMAPA in itself is a major accommodation and accommodations for certain disabilities are integrated into the assessment. Please refer to Appendix D of this document for specific information about NMAPA accommodations.

### **New Mexico High School Competency Exam**

The New Mexico High School Competency Exam (NMHSCE) has been phased-out and students who were seniors in 2010–2011 were the last enrolled cohort to take this assessment. Students who have not passed all subtests may take this assessment for five years after leaving high school.

### **ACCESS for ELLs Assessment**

The ACCESS for ELLs assessment is a secure assessment that is given annually to ELLs. It provides educators and parents information about the English language proficiency level in the skill areas of listening, speaking, reading, and writing. A web-based tool for selecting accommodations for the ACCESS for ELLs assessment can be viewed at the WIDA website:

<http://www.wida.us/assessment/ACCESS/accommodations.aspx>

Grade spans assessed by ACCESS for ELLs are indicated below.

ACCESS for ELLs Grade Spans
K
1–2
3–5
6–8
9–12

### **Alternate ACCESS for ELLs**

This assessment is for ELLs with significant cognitive disability. Please see the WIDA website for allowable accommodations.

### **Short-Cycle Assessments and the DIBELS**

Students with IEPs and ELLs should be provided accommodations for short-cycle assessments (SCAs) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) according to individual needs. Schools and districts should consult SCA test vendors to select appropriate accommodations from those that are available. Curriculum-based assessments may be administered as a substitution for native language or Braille versions when none are available from SCA vendors.

# Laws and Regulations on Inclusion in Student Assessments

## General Overview

Federal and state laws require that all students participate in certain tests in the New Mexico Statewide Assessment Program, depending on the assessment and the student's instructional program. This section reviews those requirements to ensure that appropriate and effective accommodations enable students to demonstrate their academic achievement.

## Elementary and Secondary Education Act

Educating all students to high standards is the primary purpose of state assessment system requirements. Assessment systems must meet a set of "inclusion" requirements. Section 1111 (b) (3) (F) of Title I, affirms that state assessments shall provide for

- the participation in such assessments of all students;
- the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to state content standards; and,
- the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English.

The following four points must be present to meet the compliance requirement under Title I:

- State policies must guarantee that each LEP student is included in the state assessment system. The definition of the full academic year exemption is stated in Section 1111(b)(3)(G). A fundamental requirement of 1111(b)(5) is that each state must include all Limited English Proficiency (LEP) students in the grades being assessed. Section 1111(b)(3)(F) requires states to assess LEP students to the extent practicable in the language and form most likely to yield valid results. States may assess an LEP student in English with or without accommodation based upon the student's level of English proficiency such that the standard assessment would yield valid results.
- "Each State must have a comprehensive policy governing the use of testing accommodations." States have the flexibility in selecting appropriate accommodation(s) based upon the needs of the individual student.
- For students with disabilities whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what those students know and are able to do. Each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments.

- Each state must include in its accountability system all students in the grades being assessed.
- Title III of the Elementary and Secondary Education Act (ESEA, reauthorized as the No Child Left Behind Act of 2001) provides for federal grant money to state education agencies for the purposes of helping to ensure that limited English proficient children “develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (ESEA §3102 (1)).

## **Individuals with Disabilities Education Improvement Act of 2004 (IDEA)**

The Individuals with Disabilities Education Act (IDEA) Part B regulations governs the provision of services to students with disabilities. State education agencies, school districts, and charter schools receive federal funding to implement and develop special education programs and appropriate individualized education programs to students who qualify under the 13 categories of disabilities as defined by the IDEA. IDEA (B) regulations include guidance that specifically addresses participation and access to state- and district-wide assessments with accommodations for students with disabilities when appropriate. These guidelines ensure that school districts and charter schools provide students with disabilities the same opportunities for participation and access to the general education curriculum as their peers. The IEP must include a statement of the required accommodations that the IEP team recommends to measure the academic achievement and functional performance of a student. If the IEP team determines that an alternate assessment is appropriate, a statement must be provided describing the reasons for recommending the alternate assessment. The form for Determining Eligibility for the NMAPA is in the *New Mexico Statewide Assessment Program Procedures Manual* that is online at:

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

Eligibility criteria for the NMAPA are specified in state rule by Subsection (E)(3)(a)–(c) of 6.31.2.11NMAC.

Eligibility for the NMAPA must be documented with multiple sources to demonstrate that a student’s

1. Past and present performance in multiple settings (i.e., home, school, community) indicate that a significant cognitive disability is present;
2. Need is for intensive, pervasive, or extensive levels of support in school, home, and community settings;
3. Current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community); and,
4. Evidence regarding the above criteria indicate to the IEP team that a student “cannot participate in the regular assessment; and, the particular [alternate] assessment is appropriate for the child.” (Based on Section 612 (d) (1) (A) (VI) (bb) (AA)–(BB), IDEA 2004.).

## Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal civil rights law under the Rehabilitation Act of 1973. Students in public schools, including charter schools, and private schools that receive direct or indirect federal funding are protected by Section 504, which prohibits discrimination on the basis of disability. Section 504 is designed to provide equitable access for students through a Section 504 Accommodations Plan. Section 504 provides a service option available to students with disabilities who **do not** qualify under the IDEA.

However, a Section 504 evaluation must show that a student has a mental or physical impairment that **substantially limits one or more major life activities**. The Student Assistance Team (SAT) initiates a student evaluation for a Section 504 Plan. See the *Tip Sheet: Section 504 Evaluations* at this link:

<http://ped.state.nm.us/Rtl/dl10/504%20Tip%20Sheet.Evaluation.pdf>

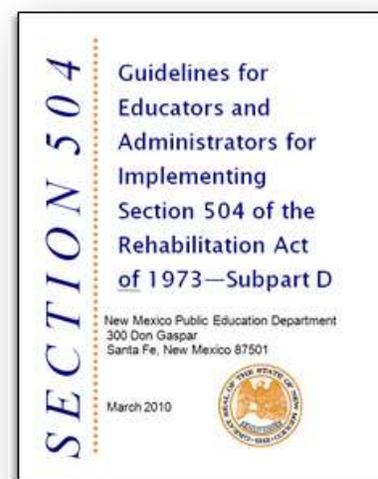
A few examples of students with a Section 504 Plan who may receive assessment accommodations include students with the following, but not limited to, conditions:

- Allergies or asthma
- Attention difficulties
- Communicable diseases (e.g., hepatitis)
- Chronic illness
- Drug or alcoholic addictions, as long as they are not currently using illegal drugs
- Physical limitations
- Environmental illnesses
- Hearing or vision issues

If a student is identified under Section 504, then the Section 504 team develops the student's accommodation plan. The Section 504 team makes the decision regarding the *reasonable* accommodations that a student may need during the SBA and documents them in the student's Section 504 Plan.

Section 504 Plans are considered a Tier 2 intervention within New Mexico's Response to Intervention (Rtl) framework. Please follow this link for the state's guidance manual for Section 504:

<http://www.ped.state.nm.us/Rtl/dl10/Section504.pdf>



## Test Administration Practices, Modifications, and Accommodations

Allowable changes to assessment administration procedures include test administration practices and accommodations. Regular test administration practices are available to all students and do not require documentation on a student's IEP, 504 Plan, SAT Plan, or any other instruction plan. However, accommodations are available to certain students to compensate for a disability or language barrier, and these accommodations **must be documented** on a student's IEP, 504 Plan, or ELL Plan. Accommodations are intended to remove barriers so that students may access the test and demonstrate their ability at their highest achievement level. In contrast, modifications are changes to testing procedures that give students an unfair advantage on the assessment. Modifications of any kind are not allowed.

### Test Administration Practices

Then test administration practices listed below are allowable changes in routine administration procedures that can be provided to **any** student without stipulating a specific disability or language barrier. Test administration practices give necessary assistance so a student can successfully complete the assessment, and they do so without “giving away” an answer to a test item. These best practices do not have assigned codes and they should not be recorded on the test Biogrid. It is recommended that test administration practices be used that are familiar to the student.

#### Test Administration Practices (Allowable for All Students)

- Additional time between sessions
- Extended administration time (longer than typical for untimed test)
- Face student during test administration
- Group students by testing accommodation
- Multiple and frequent breaks
- Preferential seating
- Schedule additional time between sessions
- Test individually
- Test in location with minimal distraction
- Test in small group (group size depends on students' needs and accommodation administration requirements)
- Place markers
- Visual, verbal, or tactile reminders to stay on task

## **Modifications**

Modifications are changes in testing procedures that also change what is measured and generally give an unfair advantage to a student. Test scores for modifications are invalidated. Therefore, all modifications are prohibited. A number of modifications are listed in the table below. A modification has occurred for example, when a test administrator reads aloud the reading assessment or provides multiplication tables on the math assessment. Sometimes a modification is quite subtle, such as an item paraphrase that indirectly “gives away” an answer.

If a modified administration is suspected, the Test Administrator (TA) must immediately inform the STC, who must then inform the DTC. An investigation should be conducted by the DTC. Modifications should be reported to the PED’s Assessment and Accountability Division within three (3) days of the incident (6.10.7 NMAC) using the form posted on the PED website:

[Testing Irregularity Reporting Form](#)

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

Forms

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

## Modifications (All Are Prohibited)

All Content Areas	
Presentation	Response
<ul style="list-style-type: none"> <li>• Paraphrase or interpret test directions, test items, and/or answer options</li> <li>• Restate an item using more familiar vocabulary</li> <li>• Define unknown vocabulary</li> <li>• Spell a word</li> <li>• Translate a word or any part of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary containing word definitions</li> </ul>
Reading	
Presentation	Response
<ul style="list-style-type: none"> <li>• Read aloud test items and/or answer options</li> <li>• Communication devices (e.g., text to speech converter) to read test directions, test items, and/or answer options</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology without turning off voice output</li> </ul>
Math	
Presentation	Response
<ul style="list-style-type: none"> <li>• Arithmetic tables</li> </ul>	<ul style="list-style-type: none"> <li>• Share calculators in the same session</li> <li>• Share calculators that have not been cleared between sessions</li> <li>• Calculators in grades 3–7 (SBA)</li> <li>• Calculators with QWERTY keyboard, attached electronic pen; printing attachment; ability to communicate with other devices; distracting sound effects; raised screen, and attached cord</li> <li>• Using calculators in prohibited sessions (NMHSCE)</li> </ul>

## Accommodations

Accommodations are allowable only for students with IEPs, Section 504 Plans, or ELL Plans. The purpose of providing appropriate accommodations is to compensate for a disability or a language barrier so that the student can demonstrate his or her academic achievement. Use of accommodations should not give the student an unfair advantage over his or her classmates.

Accommodations should be utilized consistently in the classroom setting before they are utilized during assessment. For daily instruction, support is not limited to assessment accommodations. In addition to these, other accommodations and educational strategies should be implemented to make the curriculum accessible to the student.

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

Guidelines for Selecting Appropriate Accommodations	
<b>DO</b> familiarize yourself with all allowable accommodations for instruction and assessment.	<b>DON'T</b> select accommodations based on what is most convenient for administration.
<b>DO</b> determine in advance which instruction and assessment accommodations are used by the student.	<b>DON'T</b> assume that all instructional accommodations can be used for assessment.
<b>DO</b> refer to information in this manual and carefully consider possible adverse impact of inappropriate selections.	<b>DON'T</b> select every accommodation possible just to be "safe."
<b>DO</b> select accommodations that meet a student's unique needs.	<b>DON'T</b> justify use of an accommodation by simply considering it is "appropriate" or "necessary."

## Guidelines for Selecting Appropriate Accommodations

<p><b>DO</b> document instructional and assessment accommodations in an IEP, Section 504 Plan. Document accommodations for ELLs in Student Assistance Team (SAT) records, Language Assessment Team (LAT) records, or other instruction plans.</p>	<p><b>DON'T</b> use an accommodation that has not been documented in an IEP, Section 504 Plan, Student Assistance Team (SAT) record, Language Assessment Team (LAT) record or is uncomfortable to the student due to insufficient experience.</p>
<p><b>DO</b> specify in an LAT or SAT plan the “where, when, who, and how” assessment accommodations will be provided.</p>	<p><b>DON'T</b> presume that the same accommodations will be appropriate for student year after year.</p>
<p><b>DO</b> seek input about accommodations from administrators, general educators, parents, and students, before selection.</p>	<p><b>DON'T</b> make decisions about instructional and assessment accommodations alone.</p>
<p><b>DO</b> provide allowable accommodations for assessments that are routinely used for classroom instruction.</p>	<p><b>DON'T</b> administer an assessment accommodation for the first time on the day of the test.</p>
<p><b>DO</b> consider that a student may receive more than one accommodation.</p>	<p><b>DON'T</b> presume that certain accommodations are appropriate for every student.</p>
<p><b>DO</b> consider the impact that an accommodation has on instructional expectations.</p>	<p><b>DON'T</b> select accommodations that are unrelated to a student’s learning needs or are intended to give students an unfair advantage.</p>

## Who Selects Assessment Accommodations?

The applicable education team, including the teacher who is primarily responsible for instruction in the content area being assessed, determines which accommodations a student may receive.

- **A student with an IEP (including an ELL with an IEP)** receives the allowable accommodations in his or her IEP as **determined by the properly-composed IEP team** who select assessment accommodations and document them in the IEP. It is important that IEP team members are well informed about a student's needs and the allowable accommodations available in the assessment content areas prior to the selection meeting. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed and how the accommodation will improve access to the assessment. **See also pages 22–23 and 53–54.**
- **A student with a Section 504 Plan (including an ELL with a Section 504 Plan)** receives the allowable accommodations in their Section 504 Accommodations Plan as **determined and documented by the Section 504 team.** **See also page 21.**
- **For other ELLs**, under state rule at Subsection L (2) (a) (iii) of 6.29.1.9 NMAC—Accommodations—the decision about appropriate accommodations for an ELL is made by the SAT, the Language Assessment Team (LAT), or another school-based team created for this purpose)—whichever team is most applicable for that student. State rule provides that this team **must** include at least three school staff that are familiar with the student's abilities and language needs, standardized test procedures, and valid ELL test accommodations. Personnel designated to serve on the applicable school team may include the following:
  1. Student's bilingual multicultural education teacher or TESOL-endorsed teacher
  2. Bilingual Education Program Coordinator
  3. Student's other classroom teacher(s)
  4. Test administrators/coordinators
  5. Principal/Counselor
  6. Parent (when appropriate)
  7. Student (when appropriate)
- **In any event for ELLS**, state rule cited above requires that the applicable team must base its decisions about appropriate accommodations on the following: an annual review of the student's progress in attaining English proficiency, the student's current English language proficiency, (including the student's experience and time in U. S. schools), the student's expected date for exiting English language learner accommodations, the student's familiarity with the accommodation under consideration, the

primary language of instruction used in the content area to be assessed, the length of time that the student has received instruction in that language, and the student's grade level.

**An allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it.** Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment.

Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately administer an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers, as well as a student's parents/guardians.

### **How Should Assessment Accommodations Be Recorded on the Biogrid or Answer Document?**

Allowable accommodations should be recorded on a student's Biogrid on the test booklet (grade 3) or on the answer document (grades 4 and above) using the codes provided in this manual. If a prohibited modification is administered, the test completion code for a modification must be recorded on the Biogrid. This important information is used to evaluate the effectiveness and appropriateness of accommodations, and it is reported to state and federal agencies.

If a student requires an accommodation that is not described in this manual, the school district should submit a request for the accommodation prior to the administration of the test. The request should be submitted to the PED's Assistant Secretary of Assessment and Accountability using the Non-Approved Accommodations Request Form available under the "Forms" heading on the PED website at:

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

The request should identify the student by name, state student ID number, date of birth, school, and district. A copy of the student's IEP, Section 504 Plan, or similar documentation regarding the disability should be submitted with the request. A description of the requested accommodation and procedures for administration should be submitted with the request. The request will be considered by the PED and a determination will be returned.

## Quick Reference List of Assessment Accommodations and Codes

<b>Quick Reference Guide: Accommodations for Students With Disabilities</b>	
<b>Allowable Accommodation</b>	<b>Biogrid Code</b>
<b>Braille Version</b>	<b>01</b>
<b>Large Print</b>	<b>02</b>
<b>Signing of Test</b>	<b>03</b>
<b>Read Aloud Test Items</b>	<b>04</b>
<b>Read Aloud to Self</b>	<b>05</b>
<b>Assist Tech-Presentation</b>	<b>06</b>
<b>Color Overlays</b>	<b>07</b>
<b>Math Manipulatives</b>	<b>08</b>
<b>Manipulating Materials</b>	<b>09</b>
<b>Blank Graphic Organizer</b>	<b>10</b>
<b>Scribe-Selected Response</b>	<b>11</b>
<b>Scribe-Constructed Response</b>	<b>12</b>
<b>Assist Tech-Response</b>	<b>13</b>
<b>Audio Record Responses</b>	<b>14</b>
<b>PED-Approved Accommodation</b>	<b>15</b>

<b>Quick Reference Guide: Accommodations for English Language Learners</b>	
<b>Allowable Accommodation</b>	<b>Biogrid Code</b>
<b>Read Aloud in English</b>	<b>20</b>
<b>Picture Dictionary</b>	<b>21</b>
<b>Spanish Language Version</b>	<b>22</b>
<b>Customized Dual Language Glossary</b>	<b>23</b>
<b>Commercial Word-To-Word Dictionary</b>	<b>24</b>
<b>Pocket Word-To-Word Translator</b>	<b>25</b>
<b>Read-Aloud Test Directions in Spanish</b>	<b>26</b>
<b>Read-Aloud Test Items in Spanish</b>	<b>27</b>
<b>PED-Approved Accommodation</b>	<b>28</b>

## Accommodations for Students with Disabilities

All students with IEPs are required to participate in the New Mexico Standards Based Assessment in **one of three ways**.

1. If the student with an IEP **does not require instructional accommodations**—may take the SBA without accommodations
2. If the student with an IEP **requires instructional accommodations**—may take the SBA with accommodations
3. If the student with an IEP has a significant cognitive disability and is unable to take the SBA with accommodations—may take the NMAPA based on alternate achievement standards, provided that eligibility criteria are met

The IEP team must determine which type of administration is appropriate for each student. This decision should be made after careful consideration of a student's unique needs and the demands of the content area assessed. The team members should consider potential consequences that might arise from the accommodation. Parents must be informed about the selection of assessment accommodations, expected benefits, and potential consequences. If a student requires testing accommodations, those accommodations must be documented in the IEP.

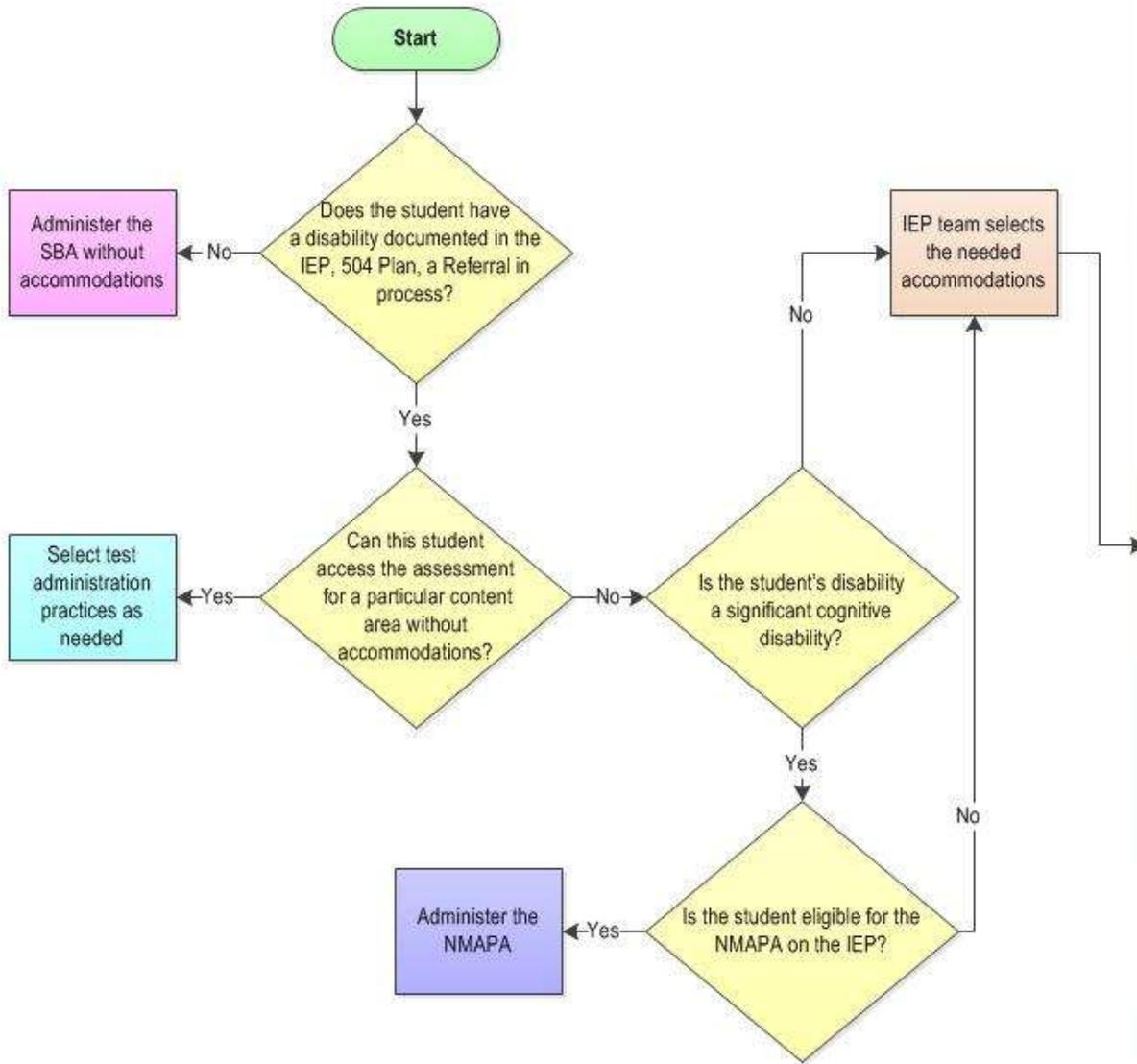
## Accommodations for Students with a Section 504 Plan

If a student is identified under Section 504, then the Section 504 team develops the student's accommodation plan. The Section 504 team makes the decision regarding the *reasonable* accommodations that a student may need during the SBA and documents them in the student's Section 504 Plan. Reasonable accommodations under Section 504 are ones that provide the student with an equal opportunity to participate without lowering or fundamentally altering the validly-established test standards or procedures.

The student with a Section 504 Accommodations Plan can participate in the SBA in **one of two** ways.

1. If a student **does not** require accommodations for instruction, he or she takes the SBA **without** accommodations
2. If a student requires accommodations for instruction he or she takes the SBA **with** accommodations

# New Mexico Accommodation Decision Tree for Students with Disabilities



Testing with accommodations in reading and math in grades 3–8, H2 and H3. Science in grades 4, 7, and H3. Writing in grades 3, 5, and 8.

### Disability/Diagnosis

1. Specific Learning Disability (SLD)
2. Speech or language impairment  
Communication Disorder (CD)
3. Mental retardation/Intellectual disability/Cognitive impairment
4. Emotional disturbance/Behavior disorder
5. Autism/Autism spectrum disorder
6. Visual Impairment/Low vision/blind
7. Deaf/blind
8. Hearing Impairment/Deaf/Hard of hearing (DHH)
9. Orthopedic Impairment
10. Traumatic Brain Injury
11. Other Health Impairment
12. Multiple Disabilities
13. Developmental Delay
14. DSM VI diagnoses (in a 504 Plan)

### Presentation Accommodations

- Assistive Technology Devices
- Braille Version
- Color Overlays
- Manipulating Test Materials for Students
- Math Manipulatives
- Read Test Aloud to Self
- Read Aloud Test Directions
- Signing of Test
- Standard 18–20 Point Large Print

### Response Accommodations

- Assistive Technology Devices
- Audio Recording of Response
- Blank Graphic Organizer
- PED-Approved Accommodations not Listed
- Scribe-Constructed Response Items
- Scribe-Selected Response Items

Revision January 2013

## **Documenting Accommodations in the IEP and on the Biogrid**

Assessment accommodations must be documented in the IEP. The record provides the TA directions for administering the assessment to a student.

The following points should be documented in the IEP:

- Student's grade level
- Assessments to be administered at that grade level
- Content areas to be assessed
- Skill deficit in each content area assessed that requires accommodation
- Accommodations needed
- Instructional relevance of accommodations
- Time period for administering selected accommodations in the classroom prior to testing
- Verification with Accommodations Manual that an allowable accommodation has been selected
- Informed parents regarding selected accommodations

School districts and schools are required to monitor the administration of assessment accommodations for IEP students to ensure that appropriate accommodations are selected and administered according to standardized procedures. The Chief Administrative Officer of the school district, charter school, State education institution, or the Bureau of Indian Education school is required to certify on the Principal's Verification Form that those requirements were met. Please follow the link to the PED webpage:

### [Principal's Verification](http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html)

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

The PED has implemented an accommodations audit process to ensure compliance with federal requirements. School district or school staff might be required to produce such documents for a monitoring visit by the PED.

Accommodations must also be recorded on the assessment Biogrid. The codes for recording accommodations on the Biogrid are provided in the accommodation summary table on page 20.

### **Accommodations for Recently-Injured or Moved Students**

When a student moves to a district just prior to the test and no records of accommodations have accompanied that student, such records should be requested from that student's former school. If no records can be obtained, that student and their parent/guardian should be consulted regarding accommodations used for instruction. A student may use any allowed accommodation that was consistently administered in instruction for a sufficient time period prior to test.

When a student is injured just prior to or during the test the student may receive accommodations. No accommodation code is required. However, a school team meeting must assign the accommodation for the injured student.

**Note:** If a student cannot be tested due to severe injuries, you must submit a completed Medical Emergency Form to the PED and record Test Completion Code #4 on the Biogrid. Please note: the standard for determining if a medical emergency exemption form should be submitted is: Does the student currently receive instruction? If the student's medical condition does not allow for instruction to be delivered, the student would qualify for a medical emergency exemption. If the student is currently receiving instruction, even homebound instruction, the student **does not** qualify for a medical emergency exemption.

Please follow the link to the online form:

[Medical Emergency Exemption Forms](#)

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

**Students with Disabilities or Section 504 Plan Presentation  
Accommodation**

The tables on the pages that follow describe allowable accommodations for students with IEPs or Section 504 Plans:

- Accommodations are grouped into two major categories, and they are presentation accommodations and response accommodations.
- Test administration practices are listed that may be used with an accommodation.
- The accommodation is named in the "Accommodation" box.
- The accommodation may be administered in the content areas marked in the adjacent boxes for Mathematics, Science, Reading/Language Arts, Writing, and Social Studies.
- A brief description of the accommodation is provided. Detailed directions on selecting and administering an assessment are provided in the "Standardization" section of the table.

Accommodations are allowable if administered according to procedures specified in this section. The accommodation code that should be entered into the SBA Biogrid is listed in a box on the right side.

**Note: For allowable accommodations on the ACCESS for ELLs for students with disabilities, please click on the link below:**

<http://www.wida.us/assessment/ACCESS/accommodations.aspx>

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Braille Version of Test</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 1
<b>Accommodation Recommended = R Available = A</b>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	
Description	Braille is an allowable accommodation only for students who are blind or visually impaired.						
Standardization	Braille assessments can be ordered directly from the test vendor. When Braille assessments are administered, student responses should be recorded on the adapted version of the test, perhaps with the assistance of a scribe or other allowable response accommodation specified in the IEP. When the student has completed the test, the Test Administrator must transfer responses to an answer document in regular print format. Braille responses should be transferred by a qualified staff member such as a Braille certified teacher or a Brailist. Transcribed test booklets and answer documents should be returned to the test vendor with the regular format SBA test materials.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student will require extended time for Braille.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student will require extended time for Braille.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Standard 18 Point Large-Print Version of Test</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 2
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	
Description	Large Print is primarily an accommodation for students with visual impairments. Students who have been using large print materials for instruction can benefit from a large print version of the test booklet and answer document.						
Standardization	The SBA in 18-point font and can be ordered directly from the test vendor. When Large Print assessments are administered, student responses should be recorded on the adapted version of the test, perhaps with the assistance of a scribe or other allowable response accommodation specified in the IEP. When the student has completed the test, the Test Administrator must transfer responses to an answer document in regular print format. All transcribed test booklets and answer documents should be returned to the test vendor with the regular format SBA test materials.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student may have extended time for Large Print version of assessment.						

SWD and Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Signing of Test Directions and Test Items</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 3
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R Only Test Directions 	R 	R 	
Description	A sign language interpreter might be appropriate for some students who use sign language as their primary mode of receptive and expressive language.						
Standardization	Some students might need test directions and test items interpreted while learning to read print. Interpreters must communicate in the same method of sign language typically used by the student. Interpreters must not paraphrase, clarify, elaborate, or otherwise provide assistance with the meaning of words, intent of test questions, or responses to test items. Only signing of test directions from the Test Administrator's Manual is allowable on the Reading test.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student may have extended time for Signing.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Read-Aloud Test Items in English</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 4
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 		R 	R 	
Description	Scripted oral accommodation in English. Read aloud test items from the same form of the test administered to student. For students who are unable to decode text visually.						
Standardization	Read test items aloud and verbatim from the same form of the test used by students receiving the accommodation. Read aloud using standard pronunciation and intonation. May repeat test items. May not provide clarification of test items. Not allowed to read aloud reading passages and reading test items.						
Test Administration Practices for this Accommodation	May be done individually or in small group testing settings in a location with minimal distraction. Do not administer within a larger group that is not using this accommodation. Provide extended time to allow for reading aloud.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<u>Read-Test Aloud to Self</u>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 5
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	
Description	Student reads directions, selected response and constructed response items aloud to self.						
Standardization	A student may read aloud while working or read into a recording device during testing and play it back while working.  This accommodation is distracting to other students and compromises the security of the test. Therefore, an individual administration is required.						
Test Administration Practices for this Accommodation	May be done individually in a location with minimal distraction. Provide extended time to allow for reading aloud.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Assistive Technology Devices-Presentation</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 6
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	
Description	Students with visual and hearing impairments may use assistive technology devices to present a test.						
Standardization	Use of assistive technology for presentation restricted to the following: <ol style="list-style-type: none"> <li>1) Closed circuit TV</li> <li>2) Low vision devices, such as magnifiers</li> <li>3) Amplification equipment, such as FM systems</li> <li>4) Kurzweil</li> <li>5) Projector</li> </ol> Assistive technology voice output must be disabled during the reading assessments.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Students may use certain assistive technology devices in a group setting if devices are not a distraction. Student may have extended time for assistive technology devices.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<u>Color Overlays</u>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 7
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	
Description	Students with visual impairments and scotopic sensitivity disorder reading may use color overlays						
Standardization	It is an allowable accommodation if used in daily instruction.						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student may have extended time for color overlays.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					Biogrid Code 8
	<b><u>Math Manipulatives</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 					
Description	Accommodation for students who are blind or visually impaired, and specific learning disabilities, and other health impaired only for counting.						
Standardization	<p>Allowable counting devices include the following:</p> <ul style="list-style-type: none"> <li>• Touch Math Dots</li> <li>• Counting block, beans, bears (counting by ones)</li> <li>• Abacus</li> <li>• Number line (positive numbers only)</li> <li>• A chart with the numbers 1–100</li> <li>• Braille Ruler</li> <li>• Braille protractor</li> </ul> <p>The following manipulatives are not allowable:</p> <ul style="list-style-type: none"> <li>• Calculator (grades 3–7)</li> <li>• Base ten blocks</li> <li>• Addition/subtraction/multiplication/division charts</li> </ul>						
Test Administration Practices for this Accommodation	May be used in individual testing settings in a location with minimal distraction. Students may use certain math manipulatives in a group setting if manipulatives are not a distraction. Student may have extended time for math manipulatives.						

SWD or Section 504 Plan Presentation Accommodation		Allowed for Content Areas					
	<b><u>Manipulating Test Materials for Student</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 9
<i>Accommodation Recommended = R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	
Description	A student with a temporary or permanent disabling condition that interferes with the ability to physically manipulate test materials, such as test booklet pages, rulers, etc., might require this accommodation.						
Standardization	The student must direct the test administrator very specifically regarding all steps necessary when manipulating the materials (for example, when to turn the page or where to place a ruler). The test administrator may not provide feedback regarding the correctness of the student's directions.						
Test Administration Practices for this Accommodation	May be used in individual testing settings in a location with minimal distraction. This accommodation may be used in a group setting if it is not a distraction. Student may have extended time for manipulating materials.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					
	<b><u>Blank Graphic Organizer</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 10
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	
Description	Allowing students to solve or organize problems who need support for organization and sequence of multi-step processes.						
Standardization	Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on content. Graphic organizers are especially helpful for writing reports and essays. Some students who have processing problems benefit from the use of blank graphic organizers. Examples of common graphic organizers include webs, charts, and boxes.  Blank graphic organizers do not contain any wording or numbering. Multiplication tables are not allowed on the math assessment.						
Test Administration Practices for this Accommodation	May be used in individual or small group testing settings in a location with minimal distraction. Student may have extended time for Blank Graphic Organizer.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					
	<u>Scribe-Selected Response Items</u>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 11
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations) ,	R 	R 	R 	R 	R 	
Description	Use of scribe to record answers to selected response items for students that are not able to record their answers in a test booklet or answer document.						
Standardization	A student must read test directions, selected response items, unless they are also using an oral presentation accommodation. Only the student and the scribe may be in a room during testing. The student must point to or otherwise indicate their chosen answer to the scribe. The scribe shall then darken the bubble corresponding to the student's choice.						
Test Administration Practices for this Accommodation	May be used in individual testing settings in a location with minimal distraction. Might require individual administration for students not able to point. Student may have extended time for Scribing. Scribing must be administered by a licensed educator who is also a trained test administrator.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					
	<b><u>Scribe-Constructed Response Items</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 12
<b>Accommodation Recommended= R Available = A</b>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	
Description	Use of scribe to record answers to constructed response items for students that are not able to record their answers in a test booklet or answer document.						
Standardization	A student must read test directions and constructed response items, unless they are also using an oral presentation accommodation. Only the student and the scribe may be in a room during testing.  Refer to Appendix C of this manual for Scribing Guidelines.						
Test Administration Practices for this Accommodation	May be used in individual testing settings in a location with minimal distraction. Student may have extended time for Scribing. Scribing must be administered by a licensed educator who is also a trained test administrator.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					Biogrid Code 13
	<u>Assistive Technology Devices-Response</u>	Math	Science	Reading/ Language Arts	Writing	Social Studies	
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	
	Students with visual, hearing, fine motor, writing or motor impairments may use assistive technology devices.						
Standardization	<p>Use of assistive technology restricted to the following:</p> <ol style="list-style-type: none"> <li>1) Augmentative communication devices</li> <li>2) Communication boards</li> <li>3) Brailers</li> <li>4) Low vision devices, such as magnifiers and software</li> <li>5) Amplification equipment, such as FM systems</li> <li>6) Word processor (e.g., portable talking or large-print word processors)</li> <li>7) Computer with or without adapted software</li> <li>8) Custom or modified keyboard</li> <li>9) Touch screen computer access</li> <li>10) Arm support</li> <li>11) Track ball, track pad, joystick with onscreen keyboard</li> <li>12) Alternative keyboard</li> <li>13) Mouth stick, head pointer with standard or alternative keyboard</li> <li>14) Head mouse, head master, tracker with onscreen keyboard</li> <li>15) Switches</li> <li>16) Voice output device, both single and multiple message</li> <li>17) Tape recorder</li> <li>18) Tactile/voice output measuring devices (e.g., clock, ruler)</li> <li>19) Pencil grips, nonskid material to hold objects in place</li> </ol> <p>Voice output must be disabled during the reading assessments.</p> <p>If communication device produces a typed response, that response must be transcribed verbatim into a test booklet or answer document. All printed documents must be destroyed in a secure manner.</p> <p>Spell-checking, word prediction programs, and grammar checking capabilities must be turned off during the writing assessment.</p>						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Students may use certain assistive technology devices in a group setting if devices are not a distraction. Student may have extended time for assistive technology.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					
	<b><u>Audio Recording of Responses</u></b>	Math	Science	Read/ Language Arts	Writing	Social Studies	Biogrid Code 14
<b><i>Accommodation Recommended= R Available = A</i></b>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	<b>R</b> 	
Description	Audio recording of student responses to test items.						
Standardization	<p>After student responses are audio recorded, the Test Administrator must transfer responses to the answer document in regular print format.</p> <p>The scribe will show the student what was written, and the student may ask the scribe to make changes. A scribe may not correct errors that the student does not identify. Further, the scribe may not give feedback about the correctness of the student's response.</p> <p>All transcribed test booklets and answer documents should be returned to the test vendor with the regular format SBA test materials.</p>						
Test Administration Practices for this Accommodation	May be used in individual testing settings in a location with minimal distraction. Student may have extended time for recording.						

SWD or Section 504 Plan Response Accommodation		Allowed for Content Areas					
	<b><u>PED-Approved Accommodation Not Otherwise Listed</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	Biogrid Code 15
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations), ACCESS for ELLs	R 	R 	R 	R 	R 	
Description	Accommodation not described in the manual that is necessary for a student to access the assessment.						
Standardization	<p>The school district should submit a request prior to the administration of the test to the PED's Assistant Secretary of Assessment and Accountability using the Non-Approved Accommodations Request Form available under the "Forms" heading on the PED website at:</p> <p><a href="http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html">http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html</a></p> <p>The request should identify the student by name, State Student ID Number, date of birth, school and district. A copy of the student's IEP, Section 504 Plan, or similar documentation regarding the disability should be submitted with the request. A description of the requested accommodation and procedures for administration should be submitted with the request. The request will be considered by the PED. The PED will issue the Biogrid code upon approval of the accommodation.</p>						
Test Administration Practices for this Accommodation	May be used in individual or group testing settings, depending on accommodation, in a location with minimal distraction. Student may have extended time for accommodation.						

## **Transcribing Answers**

Transcription is not an accommodation. Transcription only occurs after the assessment has been administered in an alternate format such as Large Print or Braille, or when a student's test booklet or answer document was damaged. In that case, the transcriber copies a student's responses exactly, including all errors. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the STC. Please note that all test materials, including damaged materials, must be returned to the STC and the DTC.

## **SBA Requirements for ELLs**

The Elementary and Secondary Education Act (ESEA) requires that

- All students, including English Language Learners, participate in the Standards Based Assessment;
- ELLs are assessed annually for English language proficiency; and,
- Any student who has been in the United States for three or more consecutive years (not including kindergarten) is assessed using the English language version of the SBA, with one exception noted below.

## **Exemption from SBA in Reading for Students Enrolled in First Year in U.S. Schools**

Students in their first year of enrollment in a U.S. school may be exempted from taking the SBA in reading **only**. The test completion code for the reading exemption should be marked on the SBA Biogrid so the student will be counted for participation in School Grading under the state's school grading system. The exempted student is excluded from School Grading calculations such that a school and district are not penalized for proficiency in reading. A student in the first year of enrollment in U.S. schools must take the SBA in all other content areas.

## **SBA Testing Options for ELLs**

### Testing Students Enrolled Fewer Than Three Years in U.S. Schools

Students who have been enrolled in U.S. schools for fewer than three consecutive years have three options for taking the SBA. A student may take the:

- Spanish language version;
- English language version with accommodations; or,
- English language version without accommodations.

Federal law does not require that the SBA be available in native languages to non-English proficient students. However, a Spanish version of the SBA has been implemented for the largest segment of non-English language students in New Mexico. Currently, the SBA is only available in Spanish or English.

## Language Waiver for Students Enrolled More Than Three Years in U.S. Schools

Federal law specifies that ELLs may take the SBA in their non-English native language after three consecutive years of enrollment in a U.S. school (excluding kindergarten). If the school believes that a more accurate assessment of the student's achievement will result. Students may take the SBA in Spanish for another two consecutive years after being enrolled in U.S. schools for three years. Schools must select this accommodation on a case-by-case basis, and a waiver request must be submitted to the PED.

Please follow the link for the SBA in English waiver form:

[http://www.ped.state.nm.us/admin.personnel/waiver\\_requests.html](http://www.ped.state.nm.us/admin.personnel/waiver_requests.html)

### **Accommodations for ELLs**

Accommodations specifically designed for ELLs enable them to overcome linguistic and cultural barriers that hinder their demonstration of academic achievement. This section of the manual reviews ELL accommodations available in New Mexico. Recommendations regarding ELL accommodations are based on two publications by the *George Washington University Center for Equity and Excellence in Education*, *Best Practices in State Assessment Policies for Accommodating English Language Learners: A Delphi Study* (Acosta, B.D., Rivera, C., and Willner, L.S., October 2008) and the *Guide for Refining State Assessment Policies for Accommodating English Language Learners* (Rivera, C., Acosta, B.D., and Willner, L.S., 2008).

### **Selection of appropriate and effective accommodations for ELLs requires consideration of a student's unique needs and should be based on a student's**

- progress in English language and academic achievement based on an annual review;
- current English language proficiency level;
- number of years in U.S. schools;
- experience with accommodations under consideration;
- age; and,
- grade level.

The student's level of English language proficiency is an important consideration in selecting an appropriate and effective accommodation. Primary/home language accommodations are most effective for students at beginning or emerging levels of English proficiency. It is expected that students at an intermediate level of English proficiency will benefit from a wider range of written and oral accommodations. And, that the need for accommodations decreases for students approaching English language proficiency. The table on the following page recommends accommodations based on the level of English language proficiency.

The classifications below represent the first four levels (there are six) of English language proficiency differentiated by the ACCESS for ELLs assessment used by New Mexico for placing ELLs. These levels are referenced throughout the ELL accommodations tables in this manual. ELLs will process, understand, produce, or use language in a certain way at the stated levels of English language proficiency below:

At the **Entering Level (1)**

- Pictorial or graphic representation of the language of the content areas
- Words, phrases, or chunks of language when presented with one-step commands, directions, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

At the **Beginning/Emerging (2)**

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

At the **Developing Level (3)**

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

At the **Expanding Level (4)**

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
- Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

ACCESS for ELLs English language proficiency descriptors used with permission of WIDA Consortium. The WIDA ® Performance Definition for the Levels of English Language in Grades K–12 © 2004, 2007 Board of Regents of the University of Wisconsin System (the "Regents"), on behalf of the WIDA Consortium.

## English Language Learner Accommodations

The following tables describe allowable ELL accommodations in New Mexico.

- ELL accommodations are grouped into two major categories—English language accommodations and Native (primary/home) Language Accommodations.
- Accommodations providing direct linguistic support remove barriers with overt interventions.
- These are further divided into accommodations for direct linguistic support written or oral. Written accommodations are administered in written format, and oral accommodations are administered aloud.
- Test administration practices are listed that may be used with an accommodation.
- The accommodation is named in the “Accommodation” box.
- The accommodation may be administered in the content areas marked in the adjacent boxes for mathematics, science, reading/language arts, writing, and social studies.
- The accommodation may be used for students in any level of English language proficiency that contains a circle. The accommodation is recommended for students in the English Language Proficient (ELP) level marked with a check mark.
- A brief description of the accommodation is provided. Detailed directions on selecting and administering an assessment are provided in the “Standardization” section of the table.

ELL Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Oral (Scripted Oral Accommodations in English)	<b><u>Read-Aloud Test Items (English SBA)</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 20
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 		R 	R 	A 	A 	R 	R 	
Description	Read aloud test items in English from one of the test forms.										
Standardization	Read test items aloud and verbatim from the same form of the test used by students receiving the accommodation. Read aloud using standard pronunciation and intonation. May repeat test items. May not provide clarification of test items. Not allowed to read aloud reading passage and reading test items. Note: No translation is allowed.										
Test Administration Practices for this Accommodation	May be done individually or in small group testing settings in a location with minimal distraction. Provide extended time to allow for reading aloud.										

ELL Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Written ( <i>English Reference Materials</i> )	<b>Picture Dictionary</b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 21
<b>Accommodation Recommended= R</b> <b>Available = A</b>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 		R 	A 	A 	R 	R 	
Description	Picture dictionary provides only picture definitions of words in English without providing unwarranted assistance to the student such that it gives away the answer to test items.										
Standardization	School districts, charter schools or State education institutions purchase picture dictionaries that are approved by the PED. The list of approved picture dictionaries is posted on the webpage for the PED Assessment and Evaluation Bureau at the link for the SBA. The administration of the picture dictionary accommodation should occur for individuals or a group in a separate location from the administration of the SBA for students who are not administered this accommodation.										
Test Administration Practices for this Accommodation	May be used in individual or group testing settings in a location with minimal distraction. Student may have extended time for referencing picture dictionary.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Written (Native Language—Spanish Translation)	<b><u>Spanish Language Version</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 22
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	R 	R 	A 	A 	
Description	Test is administered in Spanish language version.										
Standardization	Eligibility to take the Spanish version of test based on criteria regarding number of years student has been enrolled in U.S. schools. Refer to eligibility criteria immediately preceding the Accommodations for ELLs section of this manual. Note: No translation is allowed.										
Test Administration Practices for this Accommodation	May be done in individual or small group testing settings in a location with minimal distraction. Do not administer within a larger group of students that is not using this accommodation. Provide extended time to allow for administration in Spanish.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Written (Dual Language—English/Spanish Reference Materials)	<b><u>Customized Dual Language Glossary (English/Spanish)</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 23
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 	R 	R 	A 	A 	R 	R 	
Description	Dual language glossary customized for New Mexico content standards and assessment displays word in English and corresponding word in Spanish. Definitions of words are not provided.										
Standardization	Dual language glossary provided by the test vendor and posted on the PED Assessment and Evaluation Bureau webpage. The glossary only provides direct Spanish translations of English words. No word definitions are provided. Glossary may be used to instruction and test administration.										
Test Administration Practices for this Accommodation	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of glossary.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Written (Dual Language—English/Spanish Reference Materials)	<b><u>Commercially Available Word-to-Word Glossary (English/Any Language)</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 24
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 		R 	A 	A 	R 	R 	
Description	Commercially available glossary displays word in English and corresponding word in any language. Definitions of word are not provided.										
Standardization	Selected from a list of word-to-word glossaries in English/Spanish approved by the PED in a list posted on the PED Assessment and Evaluation Bureau webpage. Contact the PED Assessment and Evaluation Bureau for approval of word-to-word dictionaries other than English/Spanish prior to test administration. The glossary only provides direct translations of English words. No word definitions are provided.										
Test Administration Practices for this Accommodation	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of glossary.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Written (Dual Language—English/Spanish Reference Materials)	<b><u>Pocket Word-to-Word Translator</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 25
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 	R 		R 	A 	A 	R 	R 	
Description	Commercially available pocket word-to-word translator allows user to enter word in English and it displays corresponding word in any language. Definitions of word are not provided.										
Standardization	Selected from a list of English/Spanish pocket word-to-word translators approved by the PED in a list posted on the PED Assessment and Evaluation Bureau webpage. Contact the PED Assessment and Evaluation Bureau for approval of pocket word-to-word translators other than English/Spanish prior to test administration. The pocket word-to-word translator only provides direct language translations of English words. No word definitions are provided.  Disable audio or use headphones.										
Test Administration Practices for this Accommodation	May be done in individual or group testing settings in a location with minimal distraction. Provide extended time to allow for use of word-to-word translator.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				
Direct Linguistic Support-Oral (Scripted Oral Translation in Spanish)	<b><u>Read-Aloud Test Directions (Spanish SBA)</u></b>	Ma th	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	Biogrid Code 26
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations), ACCESS for ELLs—only for Students with Disabilities	R 	R 	R 	R 	R 	R 	R 	A 	A 	
Description	Read aloud test directions in Spanish.										
Standardization	Read test directions aloud and verbatim in Spanish from the Test Administrator's Manual using standard pronunciation and intonation. May repeat test directions. May not provide clarification of directions or paraphrase. Note: No translation is allowed.										
Test administration practices for this category	May be done in individual or small group testing settings in a location with minimal distraction. Do not administer within a larger group of students that is not using this accommodation. Provide extended time to allow for reading aloud.										

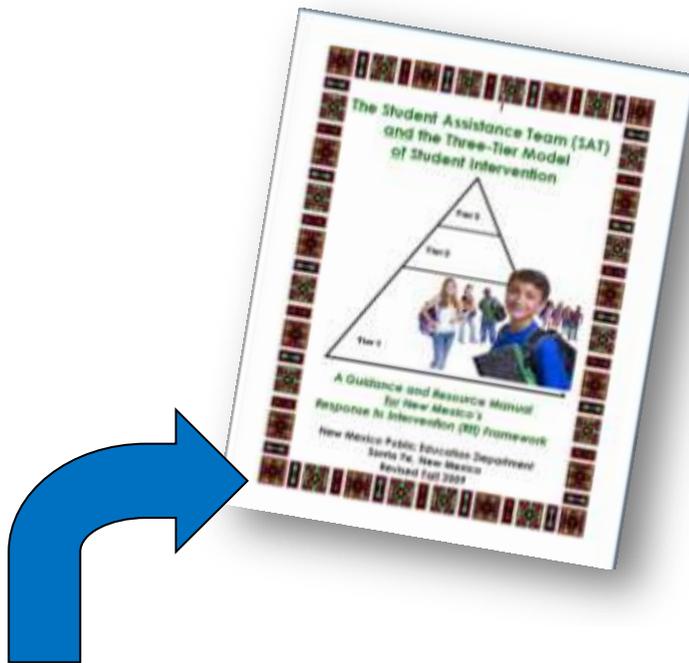
Native Language Accommodation		Allowed for Content Areas					ELP Level				Biogrid Code 27
Direct Linguistic Support-Oral (Scripted Oral Translation in Spanish)	<b><u>Read-Aloud Test Items (Spanish SBA).</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations)	R 	R 		R 	R 	R 	R 	A 	A 	
Description	Read aloud test items in Spanish from one of the test forms.										
Standardization	Read test items aloud and verbatim from the same Spanish form of the test used by all students receiving the accommodation. Read aloud using standard pronunciation and intonation. May repeat test items. May not provide clarification of test items. Not allowed to read aloud reading passage. Note: No translation is allowed.										
Test administration practices for this category	May be done in individual or group testing settings in a location with minimal distraction. Do not administer within a larger group of students that is not using this accommodation. Provide extended time to allow for reading aloud.										

Native Language Accommodation		Allowed for Content Areas					ELP Level				Biogrid Code 28
	<b><u>PED-Approved Accommodation Not Otherwise Listed</u></b>	Math	Science	Reading/ Language Arts	Writing	Social Studies	1	2	3	4	
<i>Accommodation Recommended= R Available = A</i>	Assessments : SBA, H2 and H3 SBA/HSGA, NMHSCE, SCA (Consult Vendor for Guidance on Available Accommodations) , ACCESS for ELLs	R 	R 	R 	R 	R 	A 	A 	A 	A 	
Description	Accommodation not described in the manual that is necessary for a student to access the assessment.										
Standardization	<p>The school district should submit a request prior to the administration of the test to the PED's Assistant Secretary of Assessment and Accountability using the Non-Approved Accommodations Request Form available under the Forms heading on the PED website at:</p> <p><a href="http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html">http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html</a></p> <p>The request should identify the student by name, state student ID Number, date of birth, school and district. A copy of the student's ELL or LAT Plan, or similar documentation regarding the disability should be submitted with the request. A description of the requested accommodation and procedures for administration should be submitted with the request. The request will be considered by the PED. The PED will issue the Biogrid code upon approval of the accommodation.</p>										
Test Administration Practices for this Accommodation	May be used in individual or group testing settings, depending on accommodation, in a location with minimal distraction. Student may have extended time for accommodation.										

## Accommodations for ELLs with Disabilities

A small group of ELLs also have identified disabilities and require accommodations for their disability **and** English language proficiency. It is essential that the IEP team include at least one member with expertise in the acquisition of a second language to provide assistance in selecting appropriate accommodations for these students. The IEP team should consider all available sources of information on English proficiency from the student's Bilingual or TESOL-endorsed teacher, Bilingual Education Program coordinator, other classroom teachers, test administrators/coordinators, principal/counselor, parent, and student. **See also pages 18 and 21.**

The process for evaluating and identifying students with disabilities (including ELLs) is described in the state's guidance manual *The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework* available at this link: [http://ped.state.nm.us/RtI/03\\_sgm.html](http://ped.state.nm.us/RtI/03_sgm.html) .



- **Pages 86–95** describe the process for identifying and evaluating a student for special education services (Tier 3).
- **Pages 52–54** discuss what the Student Assistance Team (Tier 2) needs to consider when studying a student's level of English language proficiency.
- **Pages 73–74** list classroom intervention considerations for the Student Assistance Team (Tier 2) for ELLs who do not qualify for special education services.

**Note:** A SAT referral for a student identified as an ELL presumes that he or she has had an adequate opportunity to learn through receiving culturally and linguistically responsive quality instruction in Tier 1, and still demonstrates low literacy skills in both L<sub>1</sub> and L<sub>2</sub>. It is not feasible or appropriate to serve all the school's ELLs in Tier 2 services.

**When selecting assessment accommodations for ELLs who have disabilities, the three factors below need to be considered for each student.**

1. Degree of disability
2. Level of language proficiency in both English and the primary language
3. Intellectual capacity

Identifying the student's needs on each of these three continuums will determine the nature of instruction and the educational placement.

A student's degree of disability, intellectual capacity, and his or her proficiency in English and other languages must be considered when applying accommodations. For example, each of the students described below will require different accommodations based on the degree of those factors.

- Student 1 has a high level of Spanish language proficiency and a minimal level of ability in English; is of average intelligence with limited visual acuity.
- Student 2 is linguistically limited in both languages (English and Spanish), exhibits lower intellectual performance, and is severely language delayed.

# Appendices

# Appendix A

## References for Accommodations for Students with Disabilities

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# Appendix B

## References for Accommodations for English Language Learners

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# Appendix C

## Scribing Directions

### Using a Scribe for the New Mexico SBA Writing Assessment

For the 2012–13 school year, students using a scribe on the New Mexico SBA Writing Assessment should have marked on their Biogrid code 12 (Scribe Constructed Response Items) and/or Biogrid code 11 (Scribe Selected Response Items). This response accommodation includes the use of human scribes, transcribers, and voice recognition or voice to text software. Scribing must be administered by a licensed educator and trained test administrator.

### Scribing for Reading, Mathematics, Science, and Social Students

(Please note: reading, mathematics, science, and social studies are not scored for spelling, capitalization, punctuation, sentence usage or paragraph usage).

- Scribe the student’s dictation verbatim.
- The Scribe may write the student’s dictation and correctly spell and punctuate the document.
- After the dictation is complete, allow the student to review and edit it further.
- If needed, rewrite a final version of the dictation.

### Scribing for Grade 3 Writing Composition

(Important note: Writing Composition is scored for spelling, capitalization, punctuation, sentence usage, and paragraph usage. Therefore, the scribe cannot include these elements into the dictation). Please follow these steps:

**1. First, you will plan your paragraph on the page labeled “Planning Page,” which is page XX of your test booklet. You may create a list, web, outline, T-chart, or any other form of planning that you want to use. You may only write about the prompt printed below. You will earn points for this work.**

- For planning, the Scribe may only write what the student is dictating. The Scribe must not assist the student in the planning of the composition or create a graphic organizer (of any other planning tool) if it is not indicated in the student’s IEP.
- If the student’s IEP assigns the use of a graphic organizer (specifically as an assessment accommodation), the Scribe must show the student the graphic organizer and have the student indicate where and what to write. No further assistance is allowable.

**2. Second, you will use the separate sheets of lined paper to write a rough draft. Do not write your rough draft in your test booklet. No points are given for your rough draft. Be sure to write your name on all pages of your rough draft.**

- Scribe the student’s dictation verbatim.
- **Do not show the student the dictated document at this point.**
- Begin a new page for the next step.

- Read each word the student has dictated and ask the student to spell each word (no need to repeat spelling of correctly spelled words)
- Write each word as the student spells it in a continuous sentence.
- Do not capitalize, punctuate, distinguish sentences or paragraphs (in order for the student to edit for these elements later).

**3. *Third, you will revise your paragraph and write it in your test booklet on page X, which is labeled “Final Draft.” You will earn points for your final draft.*** (Distribute three sheets of lined paper to each student.)

- Now show the student the document and ask the student to indicate capitalization, punctuation, sentences, and paragraphs.
- Re-write the edited document and allow the student to edit again.
- Re-write the completed document if necessary.

### **Using a Scribe for the New Mexico SBA Writing Assessment**

Students using a scribe on the New Mexico SBA Writing Assessment should have marked on their Biogrid code 12 (Scribe-Constructed Response Items) and/or Biogrid code 11 (Scribe-Selected Response Items). This response accommodation includes the use of human scribes, transcribers, and voice recognition or voice to text software.

### **Scribing for Reading, Mathematics, Science, and Social Students**

(Please note: Reading, Mathematics, Science, and Social Studies are not scored for spelling, capitalization, punctuation, sentence usage or paragraph usage).

- Scribe the student’s dictation verbatim.
- The Scribe may write the student’s dictation and correctly spell and punctuate the document.
- After the dictation is complete, allow the student to review and edit it further.
- If needed, rewrite a final version of the dictation.

### **Scribing for Grades 5 and 8 Writing Composition**

(Important note: Writing Composition is scored for spelling, capitalization, punctuation, sentence usage and paragraph usage. So, the scribe cannot include these elements into the dictation). Please follow these steps:

**1. *First, you will plan your essay on the page labeled “Planning Page,” which is page XX of your answer document. You may create a list, web, outline, T-chart, or any other form of planning that you want to use. You may only write about the prompt printed below. You will earn points for this work.***

- For planning, the Scribe may only write what the student is dictating. The Scribe must not assist the student in the planning of the composition or create a graphic organizer (of any other planning tool) if it is not indicated in the student’s IEP.
- If the student’s IEP assigns the use of a graphic organizer (specifically as an assessment accommodation), the Scribe must show the student the

graphic organizer and have the student indicate where and what to write. No further assistance is allowable.

- 2. Second, you will use the separate sheets of lined paper to write a rough draft. Do not write your rough draft in your test booklet or answer document. No points are given for your rough draft. Be sure to write your name on all pages of your rough draft.**
  - Scribe the student's dictation verbatim.
  - **Do not show the student the dictated document at this point.**
  - Begin a new page for the next step.
  - Read each word the student has dictated and ask the student to spell each word (no need to repeat spelling of previous correctly spelled words)
  - Write each word as the student spells it in a continuous sentence.
  - Do not capitalize, punctuate, or distinguish sentences or paragraphs (in order for the student to edit for these elements later).
  
- 3. Third, after a short break, you will begin Session 3. During Session 3, you will revise your essay and write it in your answer document on pages X and X, which are labeled "Final Draft." You will earn points for your final draft.** (Distribute three sheets of lined paper to each student.)
  - Now show the student the document and ask the student to indicate capitalization, punctuation, sentences, and paragraphs.
  - Rewrite the edited document and allow the student to edit again.
  - Rewrite the completed document if necessary.

# Appendix D

## Allowable NMAPA Accommodations

Accommodations are tools and procedures in the areas of presentation, response, timing and scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mitigate* the effects of a student's disability; they are *not* intended to reduce learning expectations. The NMAPA in itself is a major accommodation and accommodations for certain disabilities are integrated into the assessment.

### Task Delivery Modes

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

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

### Task Delivery Guidelines

Task delivery guidelines include the following:

- Consider the effect of accommodations on what is being assessed before the actual administration of the NMAPA. Make sure that the accommodation **does not** change the meaning or the intent of an item.
- Select signs, words, and images with care so they **do not** signal the correct response.
- Substitute more familiar words or terms or abbreviate the script, provided that doing so **does not** affect the intent or degree of difficulty of an item.
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
  - Volume
  - Timing
  - Movement/gesture or expression
  - Environment
  - Background (visual and auditory)
  - Contrast
  - Text size, font, case (upper or lower), and color of stimulus materials (see "Response Modes," below)

- Rewording so that the student initiates action or applies or explores the stimulus
- Use any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
  - Praise
  - Confirmation
  - Reiteration/repetition
  - Touch
  - Time out
  - Snack or other incentive

## **Response Modes**

For every task, response options will be provided. These options may include concrete objects, photographs, line drawings, picture symbols, or letters or words. Students may express a response choice by or through such means as these:

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

## **Response Mode Guidelines**

Response mode guidelines include the following:

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

## **Stimulus and Response Materials: Substitutions**

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion

from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the students' degree of vision, hearing, or physical mobility.

<b>Student Characteristic</b>	<b>You can adapt or substitute NMAPA stimulus/response materials by doing the following:</b>
<b>Blind</b> <b>Low vision</b> <b>Partial sight</b>	Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)
	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials
	Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile, and olfactory replacements for visual stimuli; eliminate distracting lights and sounds
<b>Deaf</b>	Use picture symbol version of texts read "aloud" through customary delivery mode (sign language, cued speech, and so forth)
<b>Hard of hearing</b>	Increase volume; provide visual replacements for auditory stimuli
<b>Limited in reach or touch</b>	Use response cards or response items, or both, in conjunction with switches or other assistive technology
<b>Limited in visual or tactile field</b>	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student's eyes and then move within student's reach
<b>Tactile sensitivity</b>	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli
<b>Apraxia/motor planning problems or sensory integration challenges</b>	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)
	Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light

Student Characteristic	You can adapt or substitute NMAPA stimulus/response materials by doing the following:
<b>Orthopedic impairment</b>	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

## Assistive Technology

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

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

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