

## Rhode Island Accessibility and Accommodations Policies: 2020-21

Within the *ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement*, there are a number of places where the text refers to the development of specific state education agency (SEA) policies on accessibility and accommodations. This document contains responses specific to Rhode Island.

Item	Section	Document Text	SEA Policy – Key Points to Address
1	1.1 About This Supplement  Page 3	<p><b>State Specific Accommodation Policy</b></p> <p>Please check with your state regarding specific accommodation policies for English language proficiency tests. The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies.</p>	<p><b>SEA Policy:</b> Your state may have specific SEA policies. Please address the following items in this document.</p> <p><b>State Response:</b> <i>This document contains information on accommodations and other test supports available to students who take the ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs in Rhode Island. For questions about any of the information in this document, please contact:</i></p> <ul style="list-style-type: none"> <li>• <i>Flavia Molea Baker (401-222-8480)</i> <a href="mailto:Flavia.moleabaker@ride.ri.gov">Flavia.moleabaker@ride.ri.gov</a></li> <li>• <i>Heather Heineke (401-222-8493)</i> <a href="mailto:heather.heineke@ride.ri.gov">heather.heineke@ride.ri.gov</a>.</li> </ul>
2	1.2 Accessibility and Accommodations Overview  Page 4	<p><b>Accommodations Overview</b></p> <p>Be sure to refer to your state’s accommodations policies for English language proficiency assessments for specific guidance.</p>	<p><b>SEA Policy:</b></p> <p><b>State Response:</b> <i>Use this document along with the WIDA Accessibility and Accommodations Supplement to properly select and administer accessibility features and accommodations for EL students with disabilities.</i></p>

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3	<p style="text-align: center;">1.3 ELLs with Significant Cognitive Disabilities</p> <p style="text-align: center;">Page 4</p>	<p><b>Alternate ACCESS for ELLs Participation</b></p> <p>An ELL who is identified with a significant cognitive disability, who is unable to take ACCESS for ELLs 2.0, even with accommodations, should be considered for Alternate ACCESS for ELLs. Alternate ACCESS for ELLs is intended for ELLs with significant cognitive disabilities who participate, or who would be likely to participate, in their state’s alternate content assessment(s)... Check with your state education agency for your state’s specific participation criteria for this assessment.</p>	<p><b>SEA Policy:</b> What is your SEA policy for IEP teams on participation criteria for Alternate ACCESS for ELLs?</p> <p><b>State Response:</b> <i>If an IEP team believes a student meets the criteria for participating in the alternate assessment, they must follow the process outlined in IEP Team Guidance on Eligibility for Alternate Assessments (download at <a href="http://www.ride.ri.gov/dlm">www.ride.ri.gov/dlm</a> and click on the Eligibility for Alternate Assessments tab).</i></p> <p><i>If the student meets the participation criteria and they are an EL student, then they are expected to participate in all alternate assessments for their current grade level, including Alternate ACCESS for ELLs.</i></p> <p><i>For more information, please see <a href="http://www.ride.ri.gov/dlm">www.ride.ri.gov/dlm</a> or contact Heather Heineke (401-222-8493 or <a href="mailto:heather.heineke@ride.ri.gov">heather.heineke@ride.ri.gov</a>).</i></p>

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4	<p>1.3 ELLs Identified as Deaf or Hard-of-Hearing  Page 5</p>	<p><b>Sign Language</b></p> <p>ELLs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their primary mode of communication, can generally participate in the Reading and Writing domains of the assessment with few or no accommodations. Students who use speech reading as part of their communication system may use the Human Reader of Items accommodation to access the Listening domain. IEP teams should make determinations on a case-by-case basis how an ELL who is deaf will participate in ACCESS for ELLs. Individual state policy may allow for some form(s) of manually coded English to provide to access the Listening and Speaking domains for ELLs who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Refer to your state’s specific policy on allowable manual language supports for ELLs who are deaf or hard of hearing.</p>	<p><b>SEA Policy:</b> What is your SEA policy on sign language use, including which if any sign systems are allowable in the Speaking and Listening domains?</p> <p><b>State Response:</b> <i>Use the following guidance to determine how to support the student during ACCESS testing. Decisions made by the IEP Team on omitting a domain based on the impact of the student’s disability should be included in the student’s IEP. Evidence should be provided to demonstrate that the student cannot participate in a given domain due to the impact of their disability.</i></p> <ul style="list-style-type: none"> <li>• The <b>general test directions</b> may be translated into ASL, or other sign system, by a qualified translator, for the entire test. Test administrators must administer the test according to the RI ASL testing guidelines. These guidelines can be found at <a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>.</li> <li>• The <b>listening domain</b> test items may be translated into ASL, or other sign system, by a qualified translator or read aloud in English by the test administrator, including lip-reading support (see Human Reader for items, page 20). If the student does not know ASL, or other sign system, and does not lip-read, then the listening domain should be omitted from testing.</li> <li>• The <b>speaking domain</b> will be omitted from testing for students who cannot vocalize. If a student can vocalize then they may be tested on this domain.</li> <li>• The <b>reading domain</b> may not be translated into ASL or any other sign system.</li> <li>• The <b>writing domain</b> may not be translated into ASL or any other sign system.</li> </ul>

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5	<p>1.3 ELLs Identified with Blindness or Visual Impairments</p> <p>Page 5</p>	<p><b>Assessing Students who are not braille proficient</b></p> <p>WIDA does not recommend administering ACCESS for ELLs in braille to students who are not proficient in English-based braille. Please check with your SEA on how to assess blind ELLs who are not proficient in braille.</p>	<p><b>SEA Policy:</b> What is your SEA policy on alternative mode to measure English language proficiency for students who are blind and are not braille proficient?</p> <p><b>State Response:</b> <i>For students who are not proficient in braille or who are in the beginning stages of learning braille, IEP Teams should consider the Human Reader for Items and Human Reader for Response Options in the WIDA Accessibility Features and Accommodations Manual.</i></p> <p><b>NOTE:</b> <i>Human Read Aloud is not available on the Reading domain of ACCESS. This domain should be omitted if the student cannot read braille.</i></p>
6	<p>1.3 ELLs Identified as Deaf or Hard-of- Hearing</p> <p>Page 5</p>	<p><b>Exempting from a Language Domain</b></p> <p>Please refer to your state policy related to exempting students from specific domains due to a designation of deaf or hard-of-hearing or a visual impairment.</p>	<p><b>SEA Policy:</b> What is your SEA policy on if students with a specific disability may be exempted from a language domain and possible ramifications of this decision (i.e., impact of designation, etc.)?</p> <p><b>State Response:</b> <i>Not testing a student because of their disability category is not permitted. We work diligently to ensure that all state assessments offer sufficient supports to ensure every student can participate in their required tests. However, there may be an accommodation used by a student that we are unaware of. In these cases, we encourage school administrators to complete the Unique Accommodation Request Form, found at <a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>, so we may review the accommodation for use on the ACCESS or any other test.</i></p>
7	<p>2.2 Administrative Considerations</p> <p>Page 9</p>	<p><b>Administrative Considerations – Individual or Small Group Setting</b></p> <p>However, for students with disabilities, schools must follow group size guidelines as documents in their plans or follow the state’s policy guidelines.</p>	<p><b>SEA Policy:</b> What is your SEA policy on small group sizes for students with disabilities?</p> <p><b>State Response:</b> <i>Small groups may not have more than ten students. Students in small groups should have the same or similar accommodations.</i></p>

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8	2.2 Administrative Considerations  Page 9	<p><b>Administrative Considerations – Participate in different testing format (paper vs. online)</b></p> <p><i>If allowed by state policy, students may participate in the assessment using a different format from their peers... Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</i></p>	<p><b>SEA Policy:</b> What is your SEA policy on allowing students to participate in the assessment using a different format (paper based vs. online)?</p> <p><b>State Response:</b> <i>Paper tests are offered as an accommodation for all RI state assessments and should be listed in the student's IEP and/or EL Plan. If a student takes the paper edition of the ACCESS test, they must take the entire test in the paper-based format. Paper materials for ACCESS are ordered on behalf of districts by RIDE. Go to <a href="http://www.ride.ri.gov/assessment-manuals">www.ride.ri.gov/assessment-manuals</a> for materials ordering dates and instructions.</i></p>
9	2.2 Administrative Considerations  Page 10	<p><b>Administrative Considerations – Short Segments</b></p> <p>If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy.</p>	<p><b>SEA Policy:</b> What is your SEA policy on students participating in the paper-based assessment because they need longer breaks?</p> <p><b>State Response:</b> <i>If the student requires breaks beyond the 30 minutes allotted for the test, then a paper version may be necessary.</i></p>
10	2.3 Universal Tools  Page 14	<p><b>Scratch Paper</b></p> <p>Scratch paper must be returned with test materials or disposed of according to state policy.</p>	<p><b>SEA Policy:</b> What is your SEA policy on scratch paper? Should it be returned with test materials to the vendor or disposed of at the testing site?</p> <p><b>State Response:</b> <i>Shred scratch paper at testing site.</i></p>

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11	2.4 Accommodations  Page 15	<p><b>Accommodations adhere to State Policy / Unforeseeable Circumstance</b></p> <p>Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?</p> <p>The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy... In rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to the short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).</p>	<p><b>SEA Policy:</b> Does your SEA have policies on ensuring accommodations adhere to state policy? Also, what is your SEA policy on documenting accommodation use due to unforeseeable circumstances?</p> <p><b>State Response:</b> <i>All accommodations used by students with disabilities must be included in their IEP, 504 Plans, and EL Plans. States are required to evaluate and analyze accommodations data for every state assessment. Each year, the Office of Curriculum, Instruction, and Assessment conducts assessment monitoring visits to ensure that testing policies and procedures are followed and to ensure that accommodations are properly administered to students who need them. Additionally, RIDE reviews accommodations usage data after each test to better understand what accommodations are being used.</i></p> <p><b>Emergency Accommodations:</b> <i>An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately due to unforeseen circumstances. Cases could include students who have a broken limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses broke; or the student returned to school after a serious or prolonged illness or injury. If the principal (or designee) determines that the student requires an emergency accommodation, the Emergency Accommodation Form must be completed, the parent must be notified that an emergency accommodation was provided, and this form must be submitted to the district testing coordinator to be kept in the student’s file. Do not submit this form to RIDE.</i></p> <p><b>NOTE:</b> <i>An IEP or 504 Plan is not required for a student to receive an emergency accommodation.</i></p>

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12	2.4 Accommodations  Page 16	<p><b>Uploading Accommodations</b></p> <p>Accommodations may be embedded within the online test platform or be delivered locally by a test administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.</p>	<p><b>SEA Policy:</b> What is your SEA Policy on how, where and which accommodations data should be uploaded?</p> <p><b>State Response:</b> <i>We highly recommend that districts use the accommodations checklists in Appendix E of the WIDA Accessibility and Accommodations Supplement to collect and record any accommodations needed by students.</i></p> <p><i>Paper tests are offered as an accommodation for all RI statewide assessments and should be listed in the student’s IEP and/or EL Plan. Paper materials are ordered on behalf of districts by RIDE. Go to <a href="http://www.ride.ri.gov/assessment-manuals">www.ride.ri.gov/assessment-manuals</a> for materials ordering dates and instructions.</i></p>

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13	<p style="text-align: center;">2.4 Accommodations</p> <p style="text-align: center;">Page 16</p>	<p><b>Allowable Accommodations</b></p> <p>As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.</p> <p>Accommodations Listed In Table:</p> <ul style="list-style-type: none"> <li>• Braille (BR)</li> <li>• Extended testing of a test domain over multiple days (EM)</li> <li>• Extended Speaking test response time (ES)</li> <li>• Extended testing time within the school day (ET)</li> <li>• Human Reader for items (HI)</li> <li>• Human Reader for response options (HR)</li> <li>• Human Reader for repeat of items (RI)</li> <li>• Human Reader for repeat of response options (RR)</li> <li>• Interpreter signs test directions in ASL (SD)</li> <li>• Large Print (LP)</li> <li>• Manual control of item audio (RA)</li> <li>• Scribe (SR)</li> <li>• Student responds using a recording device, which is played back and transcribed by the student (RD)</li> <li>• Test may be administered in a non-school setting (NS)</li> <li>• Word processor or similar keyboarding device to respond to test items (WD)</li> </ul>	<p><b>SEA Policy:</b> What is your SEA Policy on the accommodations listed in the table on page 16? Are there any accommodations listed in the table on page 16 that your state does not allow?</p> <p><b>State Response:</b> <i>The accommodations in the table on page 16 of the WIDA Accessibility and Accommodation Manual are all approved accommodations. However, only those accommodations that ameliorate the effect of the disability and increase access to the test should be included in the student’s IEP and/or 504 Plan.</i></p> <p>Please see <a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a> for a complete list of allowable accommodations for all RI state assessments and to access the RISAP Accessibility Features and Accommodations Handbook.</p>

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14	2.4 Accommodations  Page 17	<p><b>Braille</b></p> <p>This paper-based accommodation may be used to provide access to the assessment for a braille-proficient ELL who is blind.</p> <p>Before using the braille format assessment, confirm that it is an allowable use of this accommodation in your state.</p> <p>If state policy allows, local braille of the Kindergarten and Alternate ACCESS for ELLs assessments is allowable. In accordance with state policy, all adapted materials, as well as all non-test form paper containing student answers, must be securely disposed of (e.g. shredded) or returned to DRC for secure destruction.</p>	<p><b>SEA Policy:</b> What is your SEA Policy on allowing the braille accommodation for this assessment? Do you allow local brailing of Kindergarten and Alternate ACCESS assessments? What is your SEA policy on the destruction of adapted materials? Should they be returned with test materials to the vendor or disposed of at the testing site?</p> <p><b>State Response:</b> <i>The guidance found in the WIDA Accessibility and Accommodations Supplement regarding administering a braille version of the assessment should be followed. Rhode Island has transitioned fully to UEB at all grade levels. ACCESS is offered in UEB with Nemeth for math and science-related items.</i></p> <p><i>Kindergarten students who are blind should be learning UEB. It is expected that WIDA will provide guidance and direction to LEAs on how to obtain a UEB edition of the kindergarten test (including tactile graphics) and, if necessary, alternatives for any manipulatives required for testing.</i></p> <p><i>All ACCESS test materials are secure. All security procedures should be followed for returning and/or shredding materials after testing.</i></p>
15	2.4 Accommodations  Page 18	<p><b>Single Domain Over Multiple Days</b></p> <p>In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of state assessment official, students may extend the testing session over multiple days.</p> <p>Online testing may require the test to be unlocked for day two.</p>	<p><b>SEA Policy:</b> What is your SEA Policy in regards to LEAs getting state approval prior to allowing a single domain to be tested over multiple days? If you require state approval, what criteria do you use to make the determination on if it will be allowed? What is the time frame and method for requesting approval? Who is the state contact for approval?</p> <p><b>State Response:</b> <i>This is considered an Emergency Accommodation. School administrators should follow the guidelines for documenting this as an emergency accommodation and have the test unlocked.</i></p>
16	2.4 Accommodations  Page 18	<p><b>Extended Testing Time Within the School Day</b></p> <p>For anticipated testing times please refer to the TAM, and individual state policy.</p>	<p><b>SEA Policy:</b> What is your SEA Policy in regards to testing times?</p> <p><b>State Response:</b> <i>IEP and 504 Teams should follow the guidance in the WIDA Accessibility and Accommodations Supplement (<a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>).</i></p>

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17	2.4 Accommodations  Page 20	<p><b>Interpreter signs test directions in ASL</b></p> <p>Refer to SEA policy for assessing ELP for students whose primary receptive and expressive communication is ASL.</p>	<p><b>SEA Policy:</b> What is your SEA Policy in regards to assessing ELP for students whose primary communication is ASL?</p> <p><b>State Response:</b> <i>IEP Teams should follow the guidance provided on Item 4 of this document.</i></p>
18	2.4 Accommodations  Page 24	<p><b>Student Transcribing from Recording Device</b></p> <p>Responses must be transcribed by the student verbatim on screen or in the test booklet. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer.</p> <p>The transcription must occur as soon as possible at the completion of the tested domain. (Check with your state for timeframe expectations)</p>	<p><b>SEA Policy:</b> What is your SEA Policy regarding a timeframe for when student transcription should occur?</p> <p><b>State Response:</b> <i>Transcription must occur as soon as possible after testing of the domain is complete. Test administrators must follow the guidance and procedures found in Appendix C: Transcription Guidance of the WIDA Accessibility and Accommodations Supplement at <a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>.</i></p>
19	2.4 Accommodations  Page 24	<p><b>Non-School Setting</b></p> <p>In rare cases, the assessment may be administered by school personnel in a non-school setting, with approval from state assessment official and provided that all security and administration requirements are met.</p>	<p><b>SEA Policy:</b> What is your SEA Policy in regards to LEAs testing students in a non-school setting? What is your SEA Policy on getting state approval prior to allowing testing in a non-school setting? If you require state approval, what criteria do you use to make the determination on if it will be allowed? What is the time frame and method for requesting approval? Who is the state contact for approval?</p> <p><b>State Response:</b> <i>Students who are home-bound for medical reasons can usually participate in state assessments with appropriate accommodations. All test security procedures must be followed when testing a student in a non-school setting and the test must be administered by trained school or district personnel. Arrangements and a schedule for testing are handled through the LEA and do not require permission or approval from RIDE.</i></p> <p><i>If a student cannot participate in testing, even with accommodations, then the LEA may request a medical exemption from ACCESS for ELLs testing. Criteria, guidance, and timelines for submitting a medical exemption can be found at <a href="http://www.ride.ri.gov/exemptions">www.ride.ri.gov/exemptions</a>.</i></p>

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20	2.4 Accommodations  Page 25	<p><b>Transcription from Word Processor or Similar Device</b></p> <p>The transcription must occur as soon as possible at the completion of the tested domain. Check state policy for timeline expectations.</p>	<p><b>SEA Policy:</b> What is your SEA Policy regarding a timeframe for when student transcription should occur?</p> <p><b>State Response:</b> <i>Transcription must occur as soon as possible after testing is complete and must follow the guidance and procedures found in Appendix C: Transcription Guidance of the WIDA Accessibility and Accommodations Supplement (<a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>). Any files saved to the word processor or other device must be deleted. Procedures for shredding or returning any secure materials must be followed.</i></p>
21	Appendix C Transcription Guidance  Page 31	<p><b>Transcription</b></p> <p>The student’s responses must be transcribed verbatim onscreen or in the paper test booklet by test administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.)</p> <p>Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely destroyed according to your state’s policy.</p>	<p><b>SEA Policy:</b> Is there an expected amount of time after testing for responses to be transcribed? Can LEAs print out copies of student work for transcription? Does your SEA have any additional qualifications for being a transcriber?</p> <p><b>State Response:</b> <i>Test administrators must follow the guidance and procedures found in Appendix C: Transcription Guidance of the WIDA Accessibility and Accommodations Supplement (<a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a>).</i></p>
22	Appendix C Transcription Guidance  Page 32	<p><b>Transcription – Continued</b></p> <p>Your state may have additional guidelines for transcription.</p>	<p><b>SEA Policy:</b> Does your SEA have any additional guidelines for transcription (i.e. the expected amount of time after testing for responses to be transcribed, the qualifications of a transcriber, the number of people in the room for transcription and their roles and printing out copies of student work for transcription)?</p> <p><b>State Response:</b> <i>N/A</i></p>
23	Appendix D Scribe Guidance  Page 33	<p><b>Scribe</b></p> <p>Your state may have additional guidelines for administering the Scribe accommodation.</p>	<p><b>SEA Policy:</b> Does your SEA have any additional guidelines for administering the Scribe accommodation (i.e. qualifications for a scribe, specific training for scribes, acceptable scribe/student interaction and the number of people in the room for students who use a scribe and their roles)?</p> <p><b>State Response:</b> <i>N/A</i></p>