

ACCOMMODATIONS AND ACCESSIBILITY FEATURES FOR STUDENTS WITH DISABILITIES

RICAS and NGSA - 2022

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RIDE Rhode Island
Department
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AGENDA

- Essential Documents and Resources
- Including Students in State Assessments
- How to Select Accommodations
- Accessibility Features
- Accommodations for EL Students
- Accommodations for Students with Disabilities

ESSENTIAL DOCUMENTS & RESOURCES

WWW.RIDE.RI.GOV/ACCOMMODATIONS

- **All state assessments:**
 - *RISAP Test Coordinator Handbook*
 - *RISAP Accommodations and Accessibility Features Manual*
- **Test-Specific Documents:**
 - **RICAS SR/PNP Guide:** this will help you enter the accommodations correctly into PearsonAccessNext (PAN).
 - **RICAS Assistive Technology Guide:** this will help you set up any assistive technology for students.
 - **NGSA TIDE User Guide:** this will help you enter accommodations correctly into NGSA TIDE.
 - **NGSA Assistive Technology Manual:** this will help you set up any assistive technology for students.

How to Read the *Accommodations and Accessibility Features Manual*, page 1

| Test Support Name | Test | Student Status | Support Group | Embedded Support <i>Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.</i> | External or Non-Embedded Support <i>Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.</i> |
|-------------------|-------------|----------------|-----------------------|---|---|
| Auditory Supports | ACCESS | Any Student | Accessibility Feature | <p>AUDIO AIDS: A tool that the student can use to amplify or diminish sound. Audio aids include: amplification devices, noise buffers, and white noise machines.</p> <ul style="list-style-type: none"> Noise buffers must be compatible with the requirements of the test (i.e., allow the student to hear listening items). Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing. See the <i>WIDA Accommodations and Accessibility Features Manual</i>, page 5 for more information. <p>COMPUTER-BASED TEST: Noise canceling headphones or earbuds may be connected to the computer. Be aware that some headphones may not be compatible with hearing aids or cochlear implants. In these situations, the student may participate in online testing by playing the sound through the computer's external speakers. Students using speakers must be tested in a separate setting.</p> | <p>PAPER-BASED TEST: Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD.</p> |
| | NGSA, RICAS | Any Student | Accessibility Feature | <i>May be provided as a non-embedded support.</i> | <p>AMPLIFICATION.. Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine.</p> <p>NOTE: Smart phones cannot be used. Music or other recordings may not be played on headphones during testing.</p> <p>NGSA TIDE: Amplification RICAS PNP: Not Recorded</p> |
| | DLM | Any Student | Accessibility Feature | <p>AMPLIFICATION. The volume of the testing device may be increased using computer controls. DLM PNP Profile: Not Recorded</p> | <p>AUDITORY AMPLIFICATION/FM SYSTEM. Student uses an auditory amplification device or special sound system to hear the test administrator. DLM PNP Profile: Not Recorded</p> |
| | PSAT10_SAT | IEP/504 | Accommodation | AUDITORY SUPPORTS. <i>This is an accommodation for PSAT 10 and SAT.</i> | |

INCLUDING STUDENTS IN STATE ASSESSMENTS

Participation Requirements: RISAP Test Coordinator Handbook, page 16

PARTICIPATION REQUIREMENTS

- Students are required to participate in the state assessments for their current grade level in one of three ways:
 1. General education assessments without accommodations
 2. General education assessments with accommodations
 3. Alternate assessments

PARTICIPATION REQUIREMENTS

- **Current Grade Level** is the grade level indicated in the Enrollment Census.
 - Student data, including grade level and IEP status, come from the LEA. RIDE cannot change any student information.
 - If any student data is incorrect, the LEA must fix it. RIDE cannot change any student information.
 - If a student takes a test at the wrong grade level, the test scores may be invalidated and the school will not receive credit for participation for this student.

PARTICIPATION REQUIREMENTS

Students with Disabilities

- Must have and IEP or 504 Plan.
- All accommodations must be in the IEP or 504 Plan *before testing can begin.*

English Learners

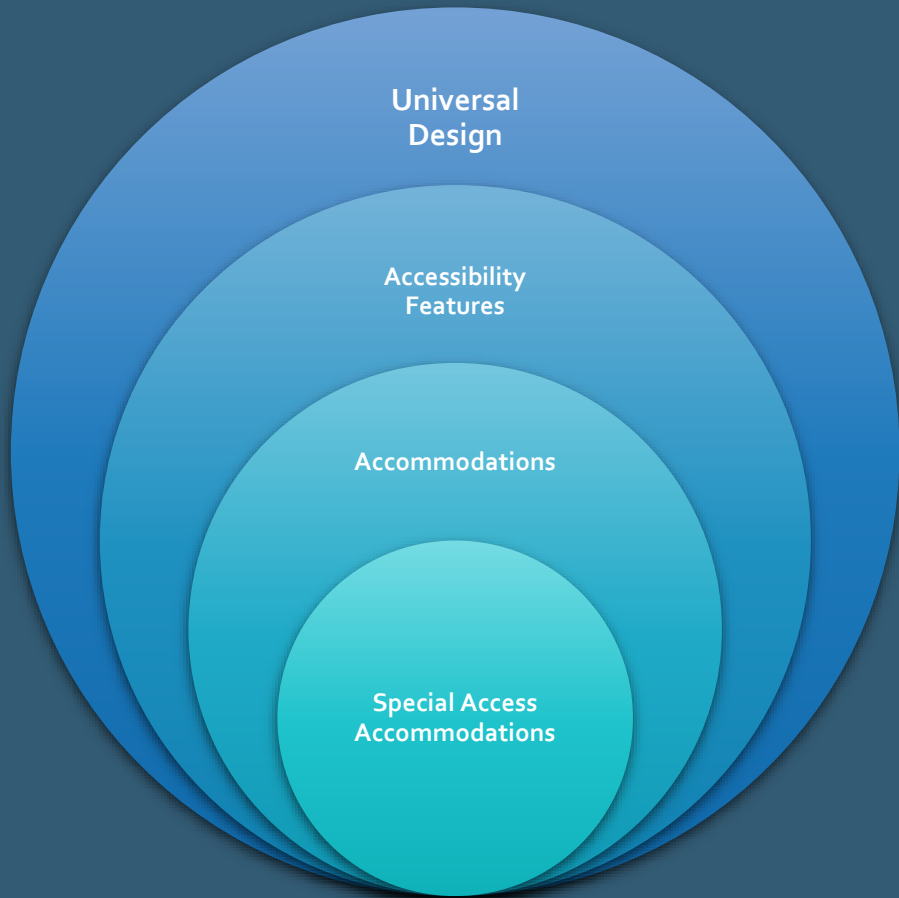
- If an EL students has a disability, they must have an IEP or 504 Plan.
 - *See column Students with Disabilities*
- If an EL student does not have a disability, there are specific accommodations only EL students may use, and only if they are helpful for the student.
 - *This includes EL students who are monitored.*

PARTICIPATION REQUIREMENTS

| Grade Tested | Alternate Assessments | | | | NAEP | Science RI NGSA | ELA and Mathematics RICAS | Reading and Mathematics PSAT™10 | Reading and Mathematics (no essay) SAT® School Day |
|--------------|-----------------------|--------------------------|-------------------------|-------------|------|-----------------|---------------------------|---------------------------------|--|
| | ACCESS 2.0 for ELs | Alternate ACCESS for ELs | ELA and Mathematics DLM | Science DLM | | | | | |
| Kindergarten | K | | | | | | | | |
| 1 | 1 | 1 | | | | | | | |
| 2 | 2 | 2 | | | | | | | |
| 3 | 3 | 3 | 3 | | | | 3 | | |
| 4 | 4 | 4 | 4 | | 4 | | 4 | | |
| 5 | 5 | 5 | 5 | 5 | | 5 | 5 | | |
| 6 | 6 | 6 | 6 | | | | 6 | | |
| 7 | 7 | 7 | 7 | | | | 7 | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | |
| 9 | 9 | 9 | | | | | | | |
| 10 | 10 | 10 | | | | | | 10 | |
| 11 | 11 | 11 | 11 | 11 | | 11 | | | 11 |
| 12 | 12 | 12 | | | 12 | | | | |

HOW TO SELECT ACCOMMODATIONS

TYPES OF TEST SUPPORTS



- **Universal Design:** this means the test was designed with accessibility in mind for all students.
- **Accessibility Features:** these include test supports that students many students may find helpful and are not necessarily tied to a student's disability.
- **Accommodations:** Specifically designed to mitigate the effects of a disability or English language proficiency.
- **Special Access Accommodations:** Specifically designed to be used by students with calculation and/or reading disabilities on the ELA and mathematics tests for RICAS.

EFFECTIVE ACCOMMODATIONS

Effective accommodations and test supports:

- allow the student to participate in instructional and assessment activities just like their classmates.
- Promote the student's independence.
- remove barriers created by the student's disability.
- maintain expectations that the student can and will learn the content being taught.

Accommodations and test supports *will not*:

- change the expectations for learning.
- make the test or the content easier.
- reduce what the student is expected to learn.
- take the place of appropriate and challenging instruction.
- Recreate the instructional environment.

STATE POLICY FOR CLASSROOM AND ASSESSMENT ACCOMMODATIONS

- Accommodations *must* address the diagnosed disability(ies) and the challenges that disability presents the student.
- Educators should be able to provide a rationale and evidence showing why an accommodation was selected and what challenges that accommodation is expected to address.
- The student should be using the accommodation(s) throughout the year, across multiple content areas/classes.
 - For example, if a student needs a scribe/speech-to-text accommodation, they should need and use it in *every* content area, every day.

HOW TO SELECT AN ACCOMMODATION

Before the IEP team can select an accommodation to help a student meet their learning goals, they must first identify the barrier (area of need) affecting the student's academic performance.

Each accommodation should be directly related to the area of need and be clearly connected to the evidence and data presented in the IEP and the accommodations that are recommended.

Area of Need

Evidence/Data

Accommodation

THINKING ABOUT ACCOMMODATIONS

- Fewer accommodations can be better.
- Learning curve should be expected
- What will help the student access instruction and assessments but not restrict their independence?
- Student independence should increase every year.
 - Accommodations should evolve with the student.
- Understand what kinds of item types are on the assessments.
 - Drag-and-drop, multiple select, and short answer require the student to be able to perform different tasks in order to answer the test question.

EVIDENCE AND DATA MUST DRIVE SELECTION OF ACCOMMODATIONS

- Some possible sources of data would include answers to these questions:
 - What are the student's present levels of academic achievement and functional performance?
 - What are the student's strengths?
 - What are the student's specific learning goals?
 - Which academic or social behaviors interfere with the student's learning?
 - Which modalities (e.g., visual, auditory) work best?
 - Review past and current accommodations. What has and has not worked well? Why?
 - Will the student use the accommodation?
 - For EL students:
 - What is the student's level of language acquisition?
 - What supports does the student use every day?
 - Does the student have an IEP or 504 Plan?

ACCESSIBILITY FEATURES

These test supports available to any student, regardless of their MLL/EL and/or IEP status.

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: for any student, regardless of EL or disability status | RICAS | | NGSA |
|--|------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Adaptive furniture or lighting | Y | Y | Y |
| Answer Eliminator or pencil to eliminate answer choices | Y | Y | Y |
| Answer Masking or Masking Using Blank Card | Y | Y | Y |
| Assistance from a test administrator regarding use of computer-based test platform | Y | Y | Y |
| Auditory Supports (noise buffers, earbuds, headphones) | Y | Y | Y |
| Breaks or Frequent Supervised Breaks | Y | Y | Y |
| Calculators or Mathematics Tools | | | Y |
| Color Contrast | Y | Y | Y |
| Expandable Passages (only NGSA) | | | Y |
| Extended Time | Y | Y | Y |
| Familiar Test Administrator | Y | Y | Y |
| Highlighter | Y | Y | Y |

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: for any student, regardless of EL or disability status | RICAS | | NGSA |
|--|--------------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Line Reader or Tracking Device/Straight Edge | Y | Y | Y |
| Screen Magnification/Zoom tool | Y | Y | Y |
| Mark for Review or Bookmark/Item Flag or Place Marker | Y | Y | Y |
| Mouse Pointer (only for NGSA) | | | Y |
| Notepad or Scratch Paper | Y | Y | Y |
| One-to-one testing | Y | Y | Y |
| Preferential Seating | Y | Y | Y |
| Read Aloud Selected Words | <i>Not offered</i> | Y | Y |
| Read Aloud, Repeat, or Clarify General Test Instructions | Y | Y | Y |
| Student Reads Aloud to Self | Y | Y | Y |
| Redirect student's attention to the test | Y | Y | Y |

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: <i>for any student, regardless of EL or disability status</i> | RICAS | | NGSA |
|--|--------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Testing in a separate location* | Y | Y | Y |
| Small Group Administration | Y | Y | Y |
| Specific Time of Day | Y | Y | Y |

*Within the school building. Students may be tested at home as an accommodation.

STOP TESTING POLICY

- **Stop Testing Policy** If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student's test materials. Student may sit quietly or be excused.
- **What this means for Accountability:**
 - Any test items the student answers will be scored.
 - Families will receive score reports.
 - Students will be counted as participants for state assessments (scores will be used for accountability purposes).

ACCOMMODATIONS FOR EL STUDENTS

RICAS and NGSA

ACCOMMODATIONS FOR EL/MLL STUDENTS

| Test Support | RICAS | | NGSA |
|---|--------------------|------------------------------|------------------------------|
| | ELA | Math | Science |
| Bilingual Word-to-Word Dictionaries or Glossaries | Y | Y | Y |
| Paper Edition - Regular Font Size English | Y | Y | Y |
| Paper Edition – Regular Font Size Spanish | <i>Not Offered</i> | Y | Y |
| Translation of General Test Directions | Y | Y | Y |
| Read Aloud, repeat, or Clarify General Test Instructions (English) | Y | Y | Y |
| Read Aloud, repeat, or Clarify General Test Instructions in Student’s Native Language | Y | Y | Y |
| Read Aloud (Human) or Text-to-Speech (Computer) (English)* | <i>Not Offered</i> | Y | Y |
| Read Aloud (Human) or Text-to-Speech (Computer) (Spanish) | <i>Not Offered</i> | Y | Y |
| Read Aloud Selected Words (Computer or Paper, in English or Spanish) | <i>Not Offered</i> | <i>Accessibility Feature</i> | <i>Accessibility Feature</i> |

**Special Access Accommodation for RICAS ELA*: ONLY for students who have an IEP and meet the criteria for this accommodation. There are no read aloud or TTS accommodations for RICAS ELA for English learners who do not have an IEP or 504 Plan and who do not meet the criteria.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

RICAS and NGSA

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

| Test Support | RICAS | | NGSA |
|---|--------------------|------|------------------------------|
| | ELA | Math | Science |
| AT/AAC Devices | Y | Y | Y |
| Braille Editions | Y | Y | Y |
| Braille Writer | Y | Y | Y |
| Calculators or Mathematics Tools | | Y* | <i>Accessibility Feature</i> |
| Paper Edition - Regular Font Size English | Y | Y | Y |
| Paper Edition – Regular Font Size Spanish | <i>Not Offered</i> | Y | Y |
| Paper Edition – Large Print English | Y | Y | Y |
| Paper Edition – Large Print Spanish | <i>Not Offered</i> | Y** | Y** |
| Paper Edition – Braille | Y | Y | Y |
| Monitor Placement of Responses | Y | Y | Y |
| Read Aloud, Text-to-Speech, Recorded Audio, Screen Reader | Y* | Y | Y |

*Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.

**For ELL/MLL students who have an IEP or 504 who have a visual impairment and who need a Spanish paper test as an accommodation.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

| Test Support | RICAS | | NGSA |
|--|-------|------|---------|
| | ELA | Math | Science |
| Graphic Organizers | Y | | |
| Sign Language Interpreter for General Test Directions | Y | Y | Y |
| Sign Language Interpreter for Reading Passages | Y* | Y | Y |
| Sign Language Interpreter for Test Questions | Y | Y | Y |
| Simplified Test Directions | | | Y |
| Speech-to-Text, Scribe, Dictates, or Records Responses | Y* | Y | Y |
| Spell-checker | Y* | | |
| Word Prediction | Y* | | |

**Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.*

ASSISTIVE TECHNOLOGY (AT)

RICAS ASSISTIVE TECHNOLOGY GUIDELINES DOCUMENT

Compatible with TestNav

Compatible with TestNav: AT can be used on the same computer as TestNav

One Computer: Embedded in TestNav

Accessibility Features:

Magnification, color contrast, answer masking, line reader, calculator, Item flag/bookmarking, Notepad, Highlighter

Accommodations:

Text-to-speech*
Spell checker
Calculator* (non-calc session)

One Computer: Compatible with TestNav

Magnification:

ZoomText 2018; Fusion

Accommodations for...

Speech-to-text*^:

Co:Writer Universal and Read&Write

Word Prediction*^:

Co:Writer Universal and Read&Write

Screen Reader: JAWS; NVDA 2020.2; Fusion

Hardware-based Technology: alternate keyboards, mouse, etc.

Not Compatible with TestNav

AT needs to be run on an additional computer. The student needs two computers: one for TestNav and one for the AT.

Computer 1:

TestNav

Computer 2: Assistive Technology

Chrome and web extensions other than Co:Writer Universal and Read&Write

Other AT that is not listed in Guidelines document

* *Special Access Accommodation:* ONLY for students who meet the criteria for this accommodation.

^ These accommodations have web extensions that can be downloaded and used with TestNav. See *RICAS Assistive Technology Guidelines for step-by-step instructions.*

BRAILLE

| Test Support | RICAS | | NGSA |
|------------------|-------|------|---------|
| | ELA | Math | Science |
| Braille Editions | Y | Y | Y |
| Braille Writer | Y | Y | Y |

- Braille Code:
 - NGSA: UEB and Nemeth
 - Contracted or Uncontracted are available
 - RICAS: UEB
- If testing on the computer:
 - NGSA: Proctor/test administrator must print tactile graphics on embosser or braille printer.
 - RICAS: Paper test must be ordered so student has access to tactile graphics and screen reader should be used along with braille reader.
- Possible additional accommodations for students taking braille editions of the test:
 - One-to-one setting
 - Scribe
 - Braille writer
 - Screen reader

PAPER EDITIONS FOR RICAS

| Test Support | RICAS | |
|---|-------|------|
| | ELA | Math |
| Paper Edition – Regular Font Size English | Y | Y |
| Paper Edition – Regular Font Size Spanish | | Y |
| Paper Edition – Large Print English | Y | Y |
| Paper Edition – Large Print Spanish | | Y |
| Paper Edition – Braille | Y | Y |

- Paper Editions are used in three situations:
 1. As an accommodation for a student with a disability
 2. As an accommodation for an EL/MLL student who may have difficulty using the computer.
 3. For homeschooled students who participate in the state assessments and who are not included in the student registration file.
- All student responses must be entered into TestNav or tests will not be scored.
 - Responses can be entered by the student or by the test administrator.
 - Responses must be entered **exactly** as the student wrote or indicated.
 - Students may respond in Spanish for the RICAS math test.
- Test Administrators who give the test in Spanish must be fluent in reading, writing, and speaking Spanish.

PAPER EDITIONS FOR NGSА

- Paper editions are used in two situations:
 1. As an accommodation for a student with a disability
 2. As an accommodation for an EL/MLL student who may have difficulty using the computer.
- **English Paper Tests:**
 - Order through NGSА TIDE. See NGSА Test Coordinator Manual for details.
 - All student responses for paper editions must be entered into NGSА's Data Entry Interface (DEI).
- **Spanish Paper Tests:**
 - Settings in TIDE: Print-On-Demand (embedded), Spanish version (embedded), Text magnification (if large print), Scribe (non-embedded), 1:1 administration (non-embedded).
 - The student logs in normally and items must be printed individually by the test administrator (see Appendix J of the AAF Manual, starting on p.80).
 - After testing, printed items should be **immediately** shredded because these are secure materials.

| Test Support | NGSA |
|---|---------|
| | Science |
| Paper Edition – Regular Font Size English | Y |
| Paper Edition – Regular Font Size Spanish | Y |
| Paper Edition – Large Print English | Y |
| Paper Edition – Large Print Spanish | Y |
| Paper Edition – Braille | Y |

SIGN LANGUAGE

SIGN LANGUAGE GUIDANCE, APPENDIX G

| Test Support | RICAS | | NGSA |
|---|-------|------|---------|
| | ELA | Math | Science |
| Sign Language Interpreter for General Test Directions | Y | Y | Y |
| Sign Language Interpreter for Reading Passages | Y* | | Y |
| Sign Language Interpreter for Test Questions | Y | Y | Y |

- American Sign Language, Signed Exact English, or other sign system that the student uses are all allowable for RICAS and NGSA.
- Signers may review the tests in advance to identify any words they are unsure of signing or pronouncing and collaborate with another sign language expert to determine the correct sign and pronunciation to use. Any words that cannot be identified, the signer should advise the student and spell the word in question.
- Signers should use conceptually accurate signs, with or without simultaneous voicing, translating only the content that is presented.
- Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
- Signers must spell any words requested by the student during test administration.

**Special Access Accommodation: ONLY for students who have an IEP and who meet the criteria for this accommodation.*

READ ALOUD OPTIONS

for students with disabilities

READ ALOUD OPTIONS

- There are three levels of support available as a read aloud accommodation:
 1. The whole test can be read aloud (passages, items, and response options)
 2. Part of the test can be read aloud (only test items; only response options, etc.)
 3. Individual words can be read aloud. These words are requested by the student and the support is provided as the student needs it.
- These options can be provided in English or Spanish for the math and science tests in one of the following ways:
 - Options 1-3: A human reads aloud either the paper test or the computer-based test
 - Options 2-3: Embedded text-to-speech or screen reader is delivered from TestNav and/or TDS.
- Options 1-3: Can be provided in English for the RICAS ELA test ***only to students with disabilities who meet the specific criteria for the accommodation.***

READ ALOUD OPTIONS

| Paper Based Tests | RICAS ELA | RICAS Math | NGSA |
|-------------------------|--------------------|------------|------|
| Human Reader in English | Y* | Y | Y |
| Human Reader in Spanish | <i>Not Offered</i> | Y | Y |

| Computer Based Tests | RICAS ELA | RICAS Math | NGSA |
|---|--------------------|-----------------------------|------|
| Human Reader in English | Y* | Y | Y |
| Human Reader in Spanish | <i>Not Offered</i> | Y | Y |
| Text-to-Speech (Embedded in Test Platform): English | Y* | Y | Y |
| Text-to-Speech (Embedded in Test Platform): Spanish | <i>Not Offered</i> | <i>No. Use human reader</i> | Y |

*Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.

CRITERIA FOR RECEIVING A READ ALOUD FOR RICAS ELA

- Does the student meet one of the following conditions?
 1. Has blindness or a visual impairment. This means that the student:
 - has not learned or cannot access text through Braille and
 - cannot access text through large print/enlarged text.
 2. Deafness or hearing impairment that severely limits or prevents the student from decoding text due to a documented history of early and prolonged language deprivation.
 3. A disability that severely limits or prevents the student from accessing printed text even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text* or read fluently);

* The student is at the basal/foundational reading level. In other words, at the beginning stages of sound/symbol relationship, able to decode consonant-vowel-consonant words, and some high-frequency words.

ADDITIONALLY,

- IEP or 504 plan teams should also ensure that:
 - the student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter, *for all subjects for the majority of instructional time.*
 - the student's inability to decode printed text or read Braille is documented in evaluation summaries from locally-administered diagnostic assessments.
 - the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important skill of independent reading.
- The distance between a student's current grade level and the grade level of their reading ability is not part of the criteria.
 - **Example:** 8th grade student reads at 2nd grade level does not meet criteria because the student is beyond the basal/foundational level" they are; consider what and how they can read.

RICAS ELA READ ALOUD

Remember the following:

- A very small number of students will be eligible for the RICAS ELA Read Aloud.
- **RICAS Math:** To receive a read aloud for the math test, the student must be a struggling reader, an MLL/EL student, or both.
 - The student may be one or more grade levels below their current grade level and/or, for MLL/EL students, still learning English.

ADMINISTERING A HUMAN READ ALOUD ACCOMMODATION

APPENDIX K: GUIDANCE ON PROVIDING READ ALOUD ACCOMMODATIONS FOR NGSA AND RICAS

- All human read aloud administrations of all passages and test items must be read verbatim.
 - No translating, explaining, or additional assistance of any kind may be provided to the student.
- RICAS and NGSA: Multiple students in one grade level may be tested together if they are in the same grade level and the read aloud is in the same language (English or Spanish). *This will work only for students taking the paper edition of the science test. It will not work for computer-based testing or for print-on-demand in Spanish.*

SPELL CHECKER

RICAS ELA

SPELL CHECKER

- This accommodation is intended for a student who has a documented disability that severely limits or prevents them from spelling correctly, even after varied and repeated attempts to teach the student to do so, as documented by locally-administered diagnostic evaluations.
- The student must meet *all* of the following criteria:
 - be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell);
 - produces understandable written work only when provided this accommodation, which the student uses during routine instruction in all content areas; and
 - receives ongoing intervention to learn the skill.

GRAPHIC ORGANIZERS

GRAPHIC ORGANIZERS FOR RICAS

WWW.RIDE.RI.GOV/ACCOMMODATIONS

- **CAUTION:** This accommodation should not be given to every student with an IEP or 504 Plan simply because the teacher uses it as an instructional strategy for all students.
- Students who have this as an accommodation in their IEP or 504 Plan for state assessments should have a documented disability for which a graphic organizer provides support and access to the RICAS ELA test and without this accommodation, the student would not be able to access the test to their fullest ability.
- Graphic Organizers can be found at the web address above – click on *RICAS*.
 - *ALL* graphic organizers listed on this website are approved.

GRAPHIC ORGANIZERS

WWW.RIDE.RI.GOV/ACCOMMODATIONS

| Test Support | RICAS | | NGSA |
|--------------------|-------|------|---------|
| | ELA | Math | Science |
| Graphic Organizers | Y | | |

- Graphic Organizers are not necessary for Math or NGSA.
- For students who have graphic organizers accommodation in their IEP/504 Plan for the RICAS ELA assessment:
 - Blank copies of the graphic organizer can be provided as handouts only to students who have this as an accommodation in their IEP/504 plan.
 - Graphic organizers can have items removed but not added.
 - If a student prefers a different graphic organizer, it can be used as long as there is no text.
 - One or two graphic organizers allowed during testing.
- Students without this as an accommodation must draw the graphic organizer on their own using blank paper.

WORD PREDICTION

WORD PREDICTION

The student may use embedded or external word prediction device that provides a bank of frequently or recently used words after the student keyboards the first few letters of a word.

The student must meet all of the following criteria in order to receive this accommodation:

1. have a disability or disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND
2. can access written expression only through the use of word prediction software that they use routinely to generate written responses.

Written responses must be transcribed by the student or test administrator prior to the end of the testing window into TestNav (RICAS) and/or TDS (science)

- Internet access must be turned off.

SPEECH-TO-TEXT AND SCRIBE ACCOMMODATIONS

SPEECH-TO-TEXT, SCRIBE, DICTATES, OR RECORDS RESPONSES ACCOMMODATIONS

- There are four ways variations on the speech-to-text or scribe accommodation:
 1. Human Scribe
 - Can scribe responses into either a paper test booklet or into the online test platform directly.
 2. Speech-to-Text
 3. Responses are recorded on an external augmentative communications device (NOT a smart phone).
 4. For a student who is deaf or has a hearing impairment, signed responses are recorded on an external augmentative communications device (NOT a smart phone).

NOTE: Students who use a recording device or paper test booklet must have their responses transcribed into the online test platform.

SPEECH-TO-TEXT, SCRIBE, DICTATES, OR RECORDS RESPONSES ACCOMMODATIONS: RICAS ELA

- Special Access Accommodation for RICAS ELA. The student must meet one of these criteria to receive this accommodation:
 1. Has a language processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses *across all content areas*.
 2. Is unable to use their writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery.
 - Please do not use speech-to-text software to provide an Emergency Accommodation unless the student is familiar with the software and feels comfortable using it.

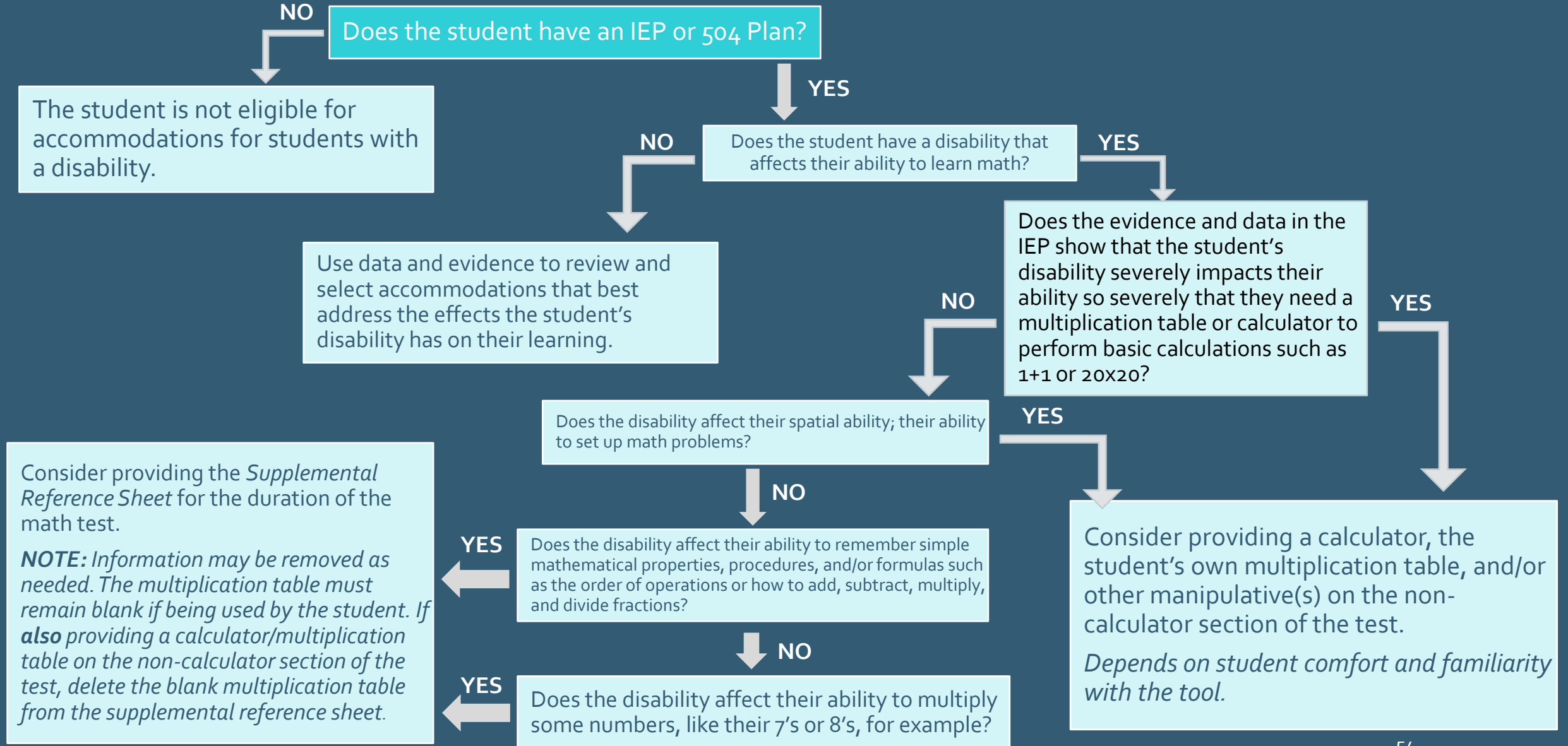
SCRIBE GUIDELINES

AAF MANUAL, APPENDIX J

- Qualifications for All Scribes:
 - Familiar with the student
 - Completed all test administrator training
 - Meet criteria for test administrator as outlined in the RISAP Test Coordinator Handbook.
- Preparation for All Scribes:
 - Review the procedures for scribing for the test they will be giving. Not all tests have the same procedures or requirements.
 - Review the test format in advance of administering the test.
 - Use practice test items or other content to scribe with the student *at least once* prior to the test session.

CALCULATORS AND REFERENCE SHEETS

CALCULATORS, MATHEMATICAL TOOLS, AND SUPPLEMENTAL REFERENCE SHEET



GUIDANCE FOR USING THE SUPPLEMENTAL MATHEMATICS REFERENCE SHEETS

WWW.RIDE.RI.GOV/ACCOMMODATIONS

- Use the Supplemental Reference Sheet in addition to the Standard Math Reference Sheet.
- Per individual needs, items can be removed but NOT added.
 - If the student will use a multiplication table (Calculation Device/Mathematical Tools special access accommodation), use the multiplication table the student uses every day and delete the blank multiplication table from the Supplemental Reference Sheet.
- If the student will use the multiplication table included on the Supplemental Reference Sheet, do not complete the multiplication table; it must remain blank.
- The student completes the blank table on their own, during testing. Once the student completes the multiplication table, they can use it for the duration of testing.

EMERGENCY ACCOMMODATIONS

EMERGENCY ACCOMMODATION

AAF MANUAL, APPENDIX E

- Most commonly, the scribe accommodation is provided because the student injured their writing hand.
- Make sure that the emergency accommodation is practiced by the test administrator and the student **at least once** before testing. Use practice items and practice tests for this purpose.
- Emergency Accommodations Form in Appendix E.
 - Complete and provide copy to district office.
 - Do not send to RIDE.

UNIQUE ACCOMMODATIONS

UNIQUE ACCOMMODATIONS

AAF MANUAL, APPENDIX D

- This form is for any accommodation not covered in the AAF Manual.
- Complete the form and fax to 222-3605.
 - DO NOT EMAIL. This form will have private student information included on it.

IF A STUDENT REFUSES THEIR ACCOMMODATIONS

IF A STUDENT REFUSES THEIR ACCOMMODATION

AAF MANUAL: APPENDIX C

- Each year, accommodations included in the student's IEP or 504 Plan should be reviewed and updated to ensure that the accommodations provide the intended access to the student.
- Accommodations increase access to the test. If a student won't use the accommodations, they will not receive any intended benefits from it.
- If a student refuses the accommodation(s) in their IEP, complete the Student Accommodation Refusal Form.
 - Reconvene the IEP Team to discuss the accommodation, why the student refused it, and to revise or remove the accommodation from the IEP or 504.

SUMMARY

PLEASE REMEMBER:

- Review accommodations in IEPs each year to make sure they bring the student the most independence.
- Teachers must be able to provide evidence that each accommodation used by the student relates directly to the effect the student's disability has on their learning.
- If you don't see an accommodation that a student uses in the AAF Manual, please ask us! We are always open to learning about new accommodations – or updates to established accommodations!
- Check the online accommodations in PAN and TIDE *BEFORE* you begin testing. Administering test without accommodations (or with accommodations not included in the IEP) is an irregularity and may result in invalidated test scores.

QUESTIONS?