(KAR *703 5:070 Inclusion of Special Populations in the State Required Assessment and Accountability Program*)

Student Name:         School:       Date:

**Directions:** At each Admission and Release Committee (ARC) meeting that an Individual Educational Program (IEP) is drafted or revised, members must consider which accommodations, if any, are appropriate. Check the boxes below to document the ARC’s decisions. Use supporting evidence for all decisions. ***NOTE: The accommodations are to be provided in accordance with the limitations set forth by the testing vendor.***

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| **Accommodations must meet the following conditions:** |
| **[ ]** Meets all conditions**[ ]** Does not meet conditions | **[ ]** The accommodation is considered a temporary strategy and shall be faded as appropriate and as the student gains the skills necessary for an independent level of academic performance. Explain ARC’s plan for fading the accommodations:        |
| **[ ]** The accommodations do not impact the content validity being measured. |
| [ ] The accommodations are age-appropriate and are clearly in the student’s education plan.  |
| **[ ]** Accommodations are for the purpose of students accessing the general education curriculum. Accommodations allow students to demonstrate what they know and are able to do independently. Accommodations shall in no way lead the student to the correct answer. |
| **[ ]** The accommodations are based on the individual needs of the student and not on a disability category. |
| **[ ]** Accommodations do not substitute for high-quality instructional practices. |
| [ ] Evaluation information or ongoing progress data supports the need for accommodations in the specified area of need.  |
| **[ ]** Accommodations are part of the student’s ongoing instructional program and are not introduced immediately prior to the state-required assessments. Caution is used prior to making education plan changes related to accommodations near or within the state-required assessment window. |
| [ ] The use of technology if feasible was considered before adult accommodation (e.g., reader, interpreter or scribe). A shortage of workstations, software, physical space or training shall not be used as a reason for failing to provide assistive technology as an accommodation. Explain ARC decision if adult accommodation was selected instead of technology:       |
| [ ] Test administrators and the student will be informed of all student accommodations, prior to the state-required assessment, to ensure student needs are met. |
| [ ] Changes in the administration of the assessment or recording of student responses are consistent with the instructional strategies, assistive technology devices and services identified on the student’s education plan. The selection of the accommodations is based on data analysis that supports the need for and effectiveness of the specific accommodation. |

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| **Use of Assistive****Technology****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | An **assistive technology device** is any item, piece of equipment or product system, whether acquired commercially, off-the-shelf, modified or customized, that is used to increase or improve functional capabilities of individuals with disabilities. |
| Additional Requirements:**[ ]** The ARC has considered under what conditions a student will use the technology on a routine basis during instruction.[ ]  Evaluation information and progress data support the need for technology. |
| Check those that apply:**[ ]** amplification equipment**[ ]** noise buffers**[ ]** magnifying device**[ ]** non-calibrated ruler or template**[ ]** communication board or device**[ ]** word processor[ ]  computer/laptop**[ ]** talking calculator **[ ]** speech-to-text software or device**[ ]** other       | [ ]  text-to-speech software or device**[ ]** close-captioned or video materials**[ ]** audio file of state-required assessment**[ ]** Cranmer Abacus[ ]  FM Trainer**[ ]** electronic dictionary[ ]  Refresher Braille**[ ]** signing avatar[ ]  word prediction |
| Supporting Evidence (including verified disability which results in need for assistive technology AND reasons assistive technology was selected):      |
| **Manipulatives****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | Additional Requirements: **[ ]** The ARC has considered under what conditions a student will use manipulatives during instruction.[ ]  Evaluation information and progress data support the need for manipulatives. |
| Specify manipulatives to be used:      |
| Supporting Evidence (verified disability which results in need for hands-on materials for learning and demonstrating learning AND the reasons manipulatives were selected as an accommodation):      |
| **Reader****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | A **reader** shall: * read the directions, prompts, situations, passages and stories as written (all parts of the assessment)
* not use or provide additional information or directions that may lead the student to specific information needed to answer the question
* re-read the directions, prompts, situations and passages only if specifically requested by the student
* not point out parts of the task, questions or parts of the text skipped by the student
* read individual words or abbreviations that are mispronounced by text or screen readers, if specifically requested by the student
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| Additional Requirements: **[ ]** Theuse of a reader is not solely dependent upon the student’s grade level performance or the student’s cognitive ability.[ ]  Documentation confirms that, over time with intervention and high-quality instruction, the student continues to be unable to access the reading assessment without the use of a reader.**[ ]** The use of a reader is not a replacement for reading instruction or assistive technology.[ ] Instruction related to reading performance is not replaced by accommodations.[ ] The ARC considered under what conditions on a routine basis during instruction the student will use a reader or special materials as checked below.[ ]  Evaluation information and progress data support the need for a reader. |
| Check those that apply:**[ ]**  audio technology**[ ]** assistive technology**[ ]** Braille**[ ]** large print**[ ]**  human reader | **[ ]**  for all printed material[ ]  when reading content material written on age- appropriate grade level**[ ]**  when reading content material written above the student’s independent reading level**[ ]**  when receiving direct instruction in the acquisition of reading skills and strategies**[ ]**  when reading under time constraints |
| Supporting Evidence (including verified disability which significantly impacts area of reading AND reasons a reader was selected as an accommodation):      |

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| **Scribe****[ ]**  Eligible for accommodation**[ ]** Not eligible for accommodation | The use of a **scribe** during the state-required assessment shall be limited to the following conditions:* a student has a verified disability as documented in the IEP that impacts written expression to a degree that the student’s performance is significantly and consistently below the level of same age peers
* a student is unable to translate thoughts into written language and is not able to print, use cursive techniques or use technology
* a student is able to translate thoughts into written language but is not able to print, use cursive techniques or use technology

A scribe shall:* record what the student dictates word-for-word
* format, capitalize and punctuate the student’s writing as directed by the student
* give the written product to the student to edit or revise
* not alter, edit or revise a student’s own ideas, revisions or edits

Interpreters who are also scribes shall follow the policies on scribing. Interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content. |
| Additional Requirements: [ ]  The scribe is not used as a replacement for writing instruction or assistive technology.**[ ]** The ARC has documented the disability’s impact on writing.**[ ]** The ARC considered under what conditions on a routine basis during instruction the student will use a scribe or supplementary aids as checked below. [ ]  Evaluation information and progress data support the need for a scribe. |
| Check those that apply:**[ ]** assistive technology**[ ]** audio recorder**[ ]** communication board**[ ]** note-taker**[ ]** Braille writer**[ ]**  human scribe | Examples include:* for prewriting activities while brainstorming ideas as directed by the student
* when instruction and classroom assessments in the content area require a written response
* when instruction, classroom assessments or both involve a time constraint
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| Supporting Evidence (verified disability which significantly impacts basic writing skills or impedes motor process of writing AND the reasons a scribe was selected as an accommodation):       |

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| **Calculator****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | The use of a **calculator** is allowed on all sections of the state-required assessment, including those sections labeled NON-CALCULATOR. ***NOTE: The accommodations should be provided in accordance with the limitations set forth by the testing vendor.***  |
| Additional Requirements: **[ ]** The ARC has documented the disability’s impact on mathematics calculation/reasoning.**[ ]** The ARC considered under what conditions the student will use a calculator on a routine basis during instruction. [ ] The evaluation information and progress data support the need for a calculator.[ ] The calculator is not used as a replacement for mathematics instruction or assistive technology. |
| Supporting Evidence (verified disability which results in difficulty understanding and remembering reading material, oral and written questions and oral communication AND the reasons a calculator was selected as an accommodation):      |
| **Paraphrasing****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | Paraphrasing during the state-required assessment shall be limited to the following:* breaking directions into parts or segments
* using similar words or phrases in directions
* repeating or rephrasing directions

Paraphrasing shall not include defining words or concepts, teaching vocabulary or telling a student what to do first, second, etc. Reading passages and content passages may not be paraphrased as that would impact content validity. |
| Additional Requirement: **[ ]** Paraphrasing shall not be used as a replacement for reading, listening or oral communication instruction.[ ]  The ARC considered under what conditions a student will need paraphrasing on a routine basis during instruction.[ ]  Evaluation information and progress data support the need for paraphrasing. |
| Supporting Evidence (verified disability which results in difficulty understanding and remembering reading material, oral and written questions and oral communication AND the reasons paraphrasing was selected as an accommodation):      |

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| **Extended Time****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | The use of extended time on the state-required assessment shall be utilized as long as the student is demonstrating on-task efforts, which allow the student to make constructive progress on completing his or her assessment responses. |
| Additional Requirements: [ ]  The ARC considered under what conditions a student will need extended time during instruction.[ ]  Evaluation information and progress data support the need for extended time. |
| The ARC determined the extended time will be at the rate of:[ ]  Time-and-a-half [ ]  Double-time |
| Supporting Evidence (verified disability which results in need for extra time to complete assignments AND the reasons why extended time was selected as an accommodation):      |
| **Reinforcement and Behavior Modification Strategies****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | Additional Requirements: **[ ]** The ARC has considered under what conditions a student will need reinforcement and behavior modification strategies on a routine basis during instruction.[ ]  Evaluation information and progress data support the need for reinforcement and behavior modification strategies. |
| Check those that apply:**[ ]** verbal, tangible or tactile reinforcements for being on-task**[ ]** use of technology to focus attention or reduce stress**[ ]** testing in a separate location outside the classroom |
| Supporting Evidence (verified disability which results in need for reinforcement and behavior modification strategies AND the reasons why reinforcement and behavior modification strategies were selected as an accommodation):      |
| **Interpreters for a Student with Deafness or Hearing Impairment****[ ]** Eligible for accommodation**[ ]** Not eligible for accommodation | Additional Requirements: [ ]  The interpreter is not used as a replacement for assistive technology.**[ ]** The student has a verified disability in the area of hearing to the degree that the student’s development of language (i.e., receptive and expressive) is significantly impacted.**[ ]** The student uses sign language as the normal mode of communication due to his or her disability. **[ ]** The ARC has considered under what conditions a student will need an interpreter on a routine basis during instruction.[ ]  Evaluation information and progress data support the need for an interpreter. |
| During state-required assessments the interpreter shall not:* indicate correct answers to test items
* define words for the student
* provide content
* teach vocabulary or concepts
* in any way lead the student to the correct answer

Interpreters who are also scribes shall follow the policies on scribing outlined in this document. Interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content. |
| Supporting Evidence (verified disability which results in need for an interpreter AND the reasons why an interpreter was selected as an accommodation):      |