

**210:10-13-11. Testing students with disabilities**

(a) Acceptable accommodations of the general assessments of the OSTP for students with disabilities shall be:

- (1) ~~specified~~Specified in the student's Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA); or
- (2) ~~specified~~Specified for the student served under the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

(b) ~~The~~ Any use of test accommodations which deviate from established standardized test procedures for the general assessments of the OSTP shall be reported to the State Department of Education's Student Assessment Section. Accommodations available during testing for a student with a disability shall be only those accommodations normally employed as part of the student's classroom instruction on a regular basis. The accommodation(s) must be specified in either an IEP or a Section 504 plan.

(c) Large print and Braille versions of the tests may be utilized with students whose visual disabilities necessitate such accommodations. The Student must be utilizing large print or Braille in daily classwork as indicated on the student's IEP on file at the school district. To order large print or Braille tests, the district test coordinator shall indicate the quantities required at each grade level tested on the annual questionnaire.

(d) The availability to a particular student of text-to-speech, human reader, or interpreter accommodations for the English Language Arts/Literacy assessments shall be determined by the following three-prong approach:

(1) The student has a specific disability that severely limits or prevents her or him from decoding text at any level of difficulty, even after varied and repeated attempts to teach the student to do so. The student is not simply reading below grade level, but is a non-reader; and

(2) The student has access to printed materials only through a reader and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except while the student is actually being taught to decode; and

(3) the IEP team or Section 504 team will utilize the English Language Arts (ELA) Accommodation Decision-Making Tool. This includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students, and must be uploaded into the ELA Read-Aloud Single Sign-on Application for approval by the State Department of Education.

The score report of a student who receives a read-aloud accommodation on an English Language Arts assessment shall state "No claims can be made regarding the student's foundational reading skills."

~~(de)~~ Students with disabilities who cannot be assessed in a valid and reliable manner with the general state assessment even with accommodations, as specified in the student's IEP, shall be assessed with an appropriate alternate assessment provided by the State Department of Education. Eligibility for an alternate assessment shall be determined annually by the student's IEP team. ~~Alternate assessments may include, but not be limited to, portfolio assessments or modified assessments.~~ According to the state eligibility criteria. The scores from alternate assessments shall be included in accountability calculations for the school, district, and state according to the standard AYP calculation procedures for calculation of academic performance targets, as specified in federal law.

(ef) Students with the most significant cognitive disabilities shall participate in an Alternate

Assessment Program (OAAP) and should not exceed a small percentage of the special education population. The OAAP shall be designed for students who are participating in an alternative curriculum based on the Curriculum Access Resource Guide (CARG).

(f) The OAAP shall consist of ~~an portfolio~~ alternate assessment system, which may include authentic performance tasks. Alternate assessments are designed to measure academic skills within the same domains required by the regular state assessment. The content of the alternate assessment must be academic and include the major domains/strands of the content area as reflected in state standards. The expected achievement for students is to show learning of grade referenced academic content. ~~A portfolio assessment is a collection of student-generated or student-focused products that exhibit the alternative approach to teaching the Priority Academic Student Skills (PASS). The portfolio shall be scored by teams of teachers supervised by an individual who has received training in providing access to students with severe or profound disabilities from the Office of Special Education of the State Department of Education. If authentic performance tasks are used, teachers completing the portfolio shall be provided with information regarding these tasks during a specified time prior to the completion of the portfolio.~~

(g) ~~Students with cognitive disabilities that inhibit their ability to attain, even after receiving appropriate instructional interventions, grade level achievement standards within the same time frame as other students may demonstrate academic proficiency through participation in a statewide system of modified assessments. These assessments, the Oklahoma Modified Alternate Assessment Program (OMAAP), shall be based in the content drawn from the Priority Academic Students Skills (PASS) and shall be designed to be rigorous, reliable and valid measures of the academic content required of all students.~~