



OSTP Accommodation Overview

- **Emergency Accommodation**
 - Form EA
- **Test Formatting Options**
- **Standard Accommodations**
 - Setting/Timing
 - Presentation
 - Response
- **Nonstandard Accommodations**
 - ELA Read Aloud Accommodation
 - Protocol for Accommodations in Reading (PAR)
 - Unique Accommodation



Emergency Accommodations

- The school principal (or designee) determines that a student requires an emergency accommodation (e.g., broken hand); **Form EA** must be completed and submitted to the District Test Coordinator (DTC) for approval.
- Scribes may be provided to a student (with or without an IEP or Section 504 plan) who has a short-term medical condition that affects physical dexterity which impedes the ability to respond to the assessment format.



General Requirements



- Student has a disability that is documented in a current IEP or a 504 plan.
- Accommodations are routinely used during classroom instruction and assessment.
- Needed for the student to access/participate in the OSTP assessments.
- Only State approved accommodations may be used on assessments.

Accommodations



OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

ACCOMMODATIONS for STUDENTS with an INDIVIDUALIZED EDUCATION PROGRAM (IEP) or SECTION 504 PLAN

<http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

Setting/Timing Accommodations



- Addition of Procedures & Guidance
- Online testing client capable of multiple day test sessions.
- Frequent Breaks vs. Several Sessions
- Indicate paired accommodations
 - (S1) Individual, (S2) Small Group, (S4) Separate Location &
 - (T2) Administer Subject Area Test over several sessions

Setting/Timing Accommodations

I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security.
S2. Small group (5 or fewer) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or have access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security. (S1 & S2) student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need accommodations to provide better access (e.g., slant board, stander, etc.)

Setting/Timing Accommodations

T1. Flexible schedule same day	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
Student test book(s) must be secured between sessions.	
T2. Administer subject area test over several sessions (except Writing tests or extended response sections).	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. (S4) must be selected for this accommodation.
Student test books must be secured between sessions.	
T3. Allow frequent breaks during testing (maximum 20 minutes)	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
Student test book(s) must be secured during the break(s).	

Setting/Timing Accommodations



Specific guidance provided for Frequent Breaks

- Students are allowed to take short breaks. Students must be monitored during breaks and may not study for the test during these breaks or view/ change previously answered questions after a break. This accommodation is not intended for lunch or recess breaks. Student test books must be secure during the break.

Specific guidance provided for Administering test over several sessions

- The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. **(S1) must be selected for this accommodation.**

Presentation Accommodations

- P1. Alternate Formats
 - A. Large-Print Version
 - B. Contracted Braille Version
 - C. Large-print through Online Testing Client (Added Guidance)
- P2. Reverse Color Contrast (online only)
- P3. Use of AT device or Support
 - Low tech to high tech AT devices or supports may be used. Features that may interfere with the content being measured must be disabled.
- P4. Text-to-Speech, Human Reader, Sign Language Interpretation(*new; excludes ELA/Reading tests)
 - Text-to-Speech is the preferred method and refers to the computer synthesized text reading by the online testing client.
 - Human Reader refers to a human reader reading text to a small group of students (Human Reader instructions/directions added)
 - All test directions, test items, and answers choices must be read.
 - Sign language interpretation refers to a human sign language interpreter providing sign language interpretation.



Presentation Accommodations

- P5. Use of Secure Braille Note-taker
- P9. Calculator-All students may use a calculator on Grade 8 Science Test; only needed for Grades 3-8 math, if appropriate.
- P13. Student may read the test aloud or sign the test to himself or herself
 - This requires signed NDA and individual testing
- P16. Paper & Pencil Format
 - Students unable to access computer-based tests in both classroom assessments and OSTP assessments may receive this format.



Presentation Accommodations

Calculator Policy

Grades 3-8:

- Calculator use in Grades 3-8 Math is only allowed for students on an IEP or Section 504 Plan.
- All students may use a scientific calculator on the Grade 8 Science assessment.

End-of-Instruction (EOI): Algebra I, Geometry, and Biology I:

- Scientifics Calculators
- Algebra II
- Graphing Calculators



Paper & Pencil Format Guidance



- IEP/504 teams are encouraged to provide students with disabilities the same test formats provided to their non-disabled peers based on the test formatting options listed above.
- IEP/504 teams should base their decision upon individualized, objective evidence to determine whether a student may or may not be able to access a computer-based test.
- Students unable to access an OSTP computer-based test must also receive classroom assessments, benchmark assessments, and districtwide assessments in this manner.

Response Accommodations



- R1. A student marks answers in test book for later transfer by Test Admin. (no change)
- R2. Scribe ELA, Math, Science, or Social Studies or Student uses a Speech-to-Text conversion device.
 - Specific procedures included for Scribing and Transcribing
 - The guiding principle in scribing is to assist the student in accessing the test and responding to it.
- R3. Use computer or other assistive technology device to respond.
 - Student may record/tape or use a computer, typewriter, or other assistive technology device to respond; including the use of software dictation or devices.
- R4. Test Admin monitors placement of student responses.
- R5. Braille/ Secure Braille Notetaker/Abacus (updated)

Nonstandard Accommodations

For the purposes of the OSTP, a **nonstandard accommodation** is defined as:

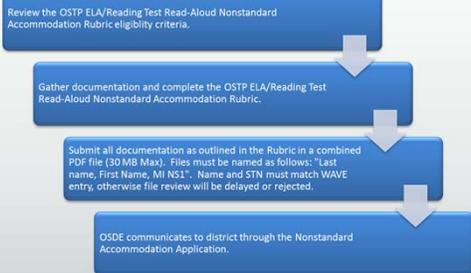
- An accommodation that is needed for the student to access the assessment but not included on the allowable list of accommodations and requires OSDE approval.
- The use of a nonstandard accommodation on the OSTP without OSDE approval may result in a testing invalidation.
- Non-standard accommodations are intended for a small population of students.

Nonstandard Accommodations

- IEP and 504 teams may request the use of one or more of the following nonstandard accommodations:
 - ELA/Reading Read-Aloud (NS1)
 - Unique Accommodation (NS2)
- Nonstandard accommodations must be **approved** by the OSDE prior to documenting them in an IEP or 504 plan.
- Nonstandard Accommodations forms and documentation are retained in a student's IEP or 504 Plan.
- Use of a nonstandard accommodation during instruction does not necessarily qualify a student to receive the same nonstandard accommodation on an OSTP test.



Nonstandard Accommodation Process



Nonstandard Accommodation: Key Dates

- Requests for Optional Retest/Winter/Trimester
 - Submitted to the OSDE by October 1st (response by Nov. 1st)
- Requests for Optional Retest/Spring/Summer
 - Submitted to the OSDE by February 1st (response by March 15th)
- Annual requests required.



ELA Read-Aloud Accommodation (NS1)



- **NS1. Text-to-Speech, Human Reader, or Sign Language Interpreter Accommodations for the English Language Arts/Reading Assessments.**
 - Text-to-Speech is built into the testing client and requires the use of ear phones and may be administered individually or small group (preferred method).
 - Human Reader reads test directions, test items, and answer choice from separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA).
 - Sign Language Interpretation may be accomplished by using a separate test booklet.
- Test directions, test items, and answer choices may be read verbatim. Refer to test formatting options. Students may request items to be read more than once.

ELA Read-Aloud Accommodation (NS1)



- This accommodation must be determined by the following three-prong approach:
 1. The student has a specific disability that severely limits or prevents him or her from decoding printed text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level);

AND

ELA Read-Aloud Accommodation (NS1)

2. The student can only access printed materials through a screen reader (assistive technology), human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction (includes Sign Language Interpretation), except while the student is actually being taught to decode

AND

ELA Read-Aloud Accommodation (NS1)



3. The IEP or Section 504 team will utilize and provide the required documentation from the **ELA/Reading Read-Aloud Protocol**; 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 Single Sign-on Application for consideration of approval by the State Department of Education.

- PAR is provided free through donjohnston.com in a paper/pencil format.

ELA Read-Aloud Accommodation (NS1)



Score reports for students receiving a read-aloud on an ELA/Reading test will indicate the student received this nonstandard accommodation during test administration.

- ✓ Parental notification and consent are required.

Protocol for Accommodations in Reading (PAR)



- This protocol is used to help make informed decisions on accommodated reading strategies to support instruction
- Examine the effectiveness of reading accommodations to help a student access the curriculum
- Designed for disabilities (other than low incidence disabilities such as multiple disabilities, deaf/blind)
 - AIM Navigator is more appropriate for low incidence populations.

Unique Accommodations (NS2)

- A unique accommodation is a nonstandard accommodation that requires changes or alterations to the test materials/booklet or media presentation.
- The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student's IEP, and must not alter the underlying content of the assessment.
- The requested accommodation must not impact the reliability or validity of the test.

Unique Accommodations (NS2)

- The unique accommodation request must be electronically submitted to the OSDE for approval through the Single Sign On.
- This form must be retained in an IEP or 504 Plan.

Form U: Unique Accommodation Request Form for State Assessments for Students with an IEP or 504 Plan

Directions: The unique accommodation request must be submitted to the OSDE by the District Test Coordinator (DTC) at least six weeks prior to testing to ensure a final OSDE response is received before testing begins. Responses from the OSDE for requests submitted by the DTC for unique accommodations will arrive at least one week prior to the test administration.

This form must be completed and submitted to the OSDE for approval. A copy of this form must be filed in the student's IEP and accommodation record and a copy must be retained by the DTC at the regular office.

District: _____ School Name: _____

Student Name: _____ D.O.B.: _____

Grade: _____ STN #: _____

IEP 504 Plan

Please select the appropriate content area(s):

English Language Arts

Mathematics

Science

Social Studies

Date of Approved IEP or 504 Plan: _____

Test Administration District: _____

1. Provide a brief description of accommodation: _____

2. What objective evidence supports the need for this accommodation? _____

3. Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and/or other district assessments? Yes No. If yes, please describe how it is implemented: _____

Unique Accommodations (NS2)



- Examples:
 - Projection of test for students receiving Sign Language Interpreter accommodation in small groups
 - Provide manipulatives to students who access the test tactilely.



Video will continue with the
PAR administration
presentation

If the PAR administration does not apply, this concludes the
Accommodation Overview training.

<http://vimeo.com/110481361#at=0>
