



**Survey of Ohio's Accommodations
For Students with Disabilities
On Statewide Assessments: Compilation of Results

Office for Exceptional Children**



SWD Accommodation Survey Results

Overview

This report provides a summary of responses to an online survey conducted by the Center for Special Needs Populations for the Office for Exceptional Children. The purpose of the Students with Disabilities accommodations survey was to collect information regarding perceptions about the accommodations used by local school districts and community schools students with disabilities including English Language Learners (ELLs) who have been identified with a disability (including ELLs on an IEP or 504 plan).

The survey was developed to provide baseline data for an ongoing data collection and analysis of the appropriateness and effectiveness of the accommodations that LEAs in Ohio provide for limited English proficient students to ensure their meaningful participation in State assessments.

The target audience for this survey included district personnel who provided and/or administered accommodations during the 2011 Ohio Achievement Assessments and Ohio Graduation Tests. The survey questions covered basic general information, preparation for administering the accommodations, the types of accommodations supervised and rating of the effectiveness of the accommodations selected.

The survey link was disseminated to local school districts and community schools by the Ohio Department of Education and recipients completed the survey between June and July 15, 2011. The Center for Special Needs Populations, responsible for developing the survey and compiling survey results, did not have access to the list of district representatives who received the survey link to provide follow-up prompts to local districts who did not complete the survey.

This report summarizes the results of the survey, highlights key issues identified by survey respondents and includes the written feedback provided by survey respondents.



Summary of Results

The five sections of the SWD survey listed below provide an overview of the results of questions included in each section. In most cases the term “response total” represents the number of people who responded to the question and the percentages are based on the total responses. Each table also indicates the number of people who “skipped” the question. The total number of individuals who accessed the survey link was 380 people. The total number of individuals who responding to one or more questions, identifying their name, email address and district information was 274.

SECTION I: GENERAL INFORMATION

The SWD accommodations survey was completed by 274 respondents who represented 107 local/community school districts in 54 counties across Ohio.

A slight majority (26%) of respondents represented rural districts followed by suburban districts (23%), Community schools (22%) and urban districts (21%).

Respondents identified a broad range of roles including Teacher (34%), Special Education Coordinator (19%), Administrator (16%) and District Test Coordinator (11%). Lead Intervention Specialist, Paraprofessional and Instructional aide were other roles identified.

The average years of service for survey respondents was 7.88 years and the average amount of time respondents noted being in their school district was 9.89 years.

SECTION II: ACCOMMODATIONS GUIDELINES AND TRAINING

This section contained five questions used to gauge the respondent’s training on Accommodations and their knowledge of Ohio’s guidelines. While the number of respondents varies by question, slightly over 63% of respondents answered the questions in this section.

Ninety-nine percent of respondents indicated they are familiar with Ohio’s State Assessment Program Rules book and their knowledge of ODE guidelines prepared them to administer state assessments to SWD (96%), implement the required accommodations (96%) and evaluate the appropriateness and effectiveness of the accommodations (88%) for SWD or ELLs with disabilities.

Eighty-six percent of respondents reported having received training on testing accommodations for students with disabilities on State assessments. Thirty-eight percent received one hour or less and thirty-two percent received 1-3 hrs or 1/2 day of training. The most frequently identified topics were Ohio’s Policies and Regulatory Requirements (81%) and Providing Accommodations for Instruction and Assessment (74%).



SECTION III: ACCOMMODATIONS FOR USE ON STATEWIDE ASSESSMENTS

This section asked two questions about the use of accommodations. Over eighty percent of respondents answered the questions in this section.

Seventy-eight percent of respondents completed the planning checklist to determine what accommodations were needed by students with disabilities or ELLs with disabilities and how the accommodations should be implemented in the test environment. Of the twenty-two percent of respondents who answered “no” and who offered explanations, many indicated that some other staff member was responsible for completing the checklist or that the decision was guided by the student’s IEP .

Sixty-one percent of respondents felt that accommodations used during classroom instruction should also be allowed on statewide assessments. Several examples given were variations on existing allowable accommodations for reading, math, or writing or recommendations for alternative testing requirements.

SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE ASSESSMENTS

This section asked two questions about the use of accommodations and the challenges faced by school personnel when administering statewide assessments to students with disabilities or ELLs with disabilities using accommodations. Eight-one percent of respondents answered the questions in this section.

Ninety percent of respondents indicated that the accommodations used by students with disabilities or ELLs with disabilities on statewide assessments were used in a similar way as used by students in the classroom.

Regarding the most significant challenges faced when administering statewide assessments, survey respondents offered numerous comments with considerable overlap among Challenge 1, 2 and 3 responses. Comments were classified into eight topical categories which are summarized in the report beginning on page 14. The topical categories include issues related to planning, procedures and decision-making; securing adequate staff/personnel; experiences implementing various accommodations, observations regarding students; numerous personal perspectives and observations suggesting professional development needs.

SECTION V: EVALUATING THE EFFECTIVENESS AND APPROPRIATENESS OF ACCOMMODATIONS

This final section included eight questions which addressed the evaluation of accommodations and rating specific accommodations, by grade level, on their perceived effectiveness in helping students with disabilities (including ELL students with an IEP or 504 plan) access information on statewide assessments.



While seventy-one percent of survey respondents indicated that all students with disabilities or ELLs with disabilities accepted the accommodations made available to them during statewide assessments, ninety-one percent indicated that these students used them appropriately.

In responding to how the effectiveness of testing accommodations is evaluated, respondents provided a variety of strategies. The majority of respondents indicated that evaluation of accommodations occurs “on an ongoing basis throughout the school year” (68%). Survey respondents provided additional explanations regarding how accommodations are evaluated included through IEP review or other special education meetings, district/building level processes and processes using test performance or other data. Those explanations are summarized the appendix.

Regarding the most significant challenges faced when administering statewide assessments, survey respondents offered numerous comments with considerable overlap among Challenge #1, 2 and 3 responses. Comments were classified into four topical categories which are summarized in the report beginning on page 14. The topical categories include issues related to District Planning, Procedures and Decision-making; Staff Challenges; Working with Students; and Assessments/Assessment Requirements.

Seventy-four percent of respondents indicated that accommodations were made available to students during statewide assessments and eighty-two percent of respondents agreed that students who received accommodations on the day of the statewide assessment use them appropriately.

A large majority (68%) of those responding to the questions about the evaluation of accommodations indicated that accommodations are evaluated “on an ongoing basis throughout the school year” and many described a formal district/building strategy or process.

Overall, respondents rated accommodations provided to ELLs for use on statewide assessment as effective.

Finally, respondents were asked to rate forty accommodations which are typically provided to students with disabilities including English Language Learners (ELLs) who have been identified with a disability (including ELLs on an IEP or 504 plan) and seven accommodations that are typically provided to ELL students on how effective the accommodations were in helping students access information on statewide assessments. Respondents selected the grade level(s) of students they supervised and used a 3 point scale (1= not well; 3=somewhat; 5= very well) to rate the accommodations by grade level. The results of these ratings are highlighted in the report beginning on page 22.

Of the forty accommodations listed, the top two accommodations that received the highest rating (5) in their effectiveness in helping to students with disabilities including English Language Learners (ELLs) who have been identified with a disability (including ELLs on an IEP or 504 plan) access information on statewide assessments were:

- #1 – Extended time to complete the test (grades 3, 5, 6, 7, 9, 10) by over 70% of respondents; and (Grades 11, 12) by over 55% of respondents.
- #1 – Breaks during testing (grade 4 only) by over 72.15%.
- #2 – Read aloud (reading directions, questions and answers) (grades 4, 5, 6) by over 70% of respondents; and (grades 8, 10, 12) by over 51% of respondents.

SECTION I: GENERAL INFORMATION

Question 3. District/Community School Name

Total Respondents	273
(skipped this question)	107

Survey respondents represented one hundred five local school district and community schools. A list of district names can be found in Appendix A.

Question 4. County

Total Respondents	273
(skipped this question)	107

Survey respondents from the one hundred five districts represented 54 counties. A list of counties can be found in Appendix A.

Question 5. District type

	Response Total	Response Percent
Rural	72	26%
Suburban	64	23%
Community School	60	22%
Urban	57	21%
Traditional Public District	43	16%
Total Respondents	276	
(skipped this question)	104	

Question 6. Role

	Response Total	Response Percent
Teacher	93	34%
Special Education Coordinator	53	19%
Administrator	44	16%
District Test Coordinator	30	11%
ELL Specialist (teacher or tutor)	13	5%
English Language Learner (ELL) Program Coordinator	8	3%
Counselor	5	2%
Other, please specify:	276	100%
Total Respondents	276	
(skipped this question)	104	



Note: Survey respondents were asked to select all that apply; therefore, the total respondents on this question represent the number of responses for each response option which exceeds the total number of respondents.

Other Roles Identified

Lead Intervention Specialist	37
Educational, Instructional, Teacher's Aide	6
Tutor	6
Speech-Language Pathologist	4
Building Test Coordinator/Curriculum Coach	2
Paraprofessional	2
Assistant Superintendent	1
Dean of Students	1
Inclusion Specialist	1
Learning Disabilities Tutor/ Inclusion Specialist	1
School Psychologist	1
Transition	1

Question 7. Grade level for role(s) selected

	Response Total	Response Percent
4th	110	40%
5th	110	40%
3rd	104	38%
10th	104	38%
6th	98	36%
7th	92	33%
11th	90	33%
8th	89	32%
12th	86	31%
Total Respondents	276	100%
(skipped this question)		104

Question 8. Years in your current role

	Response Average
View responses to this question	7.88
Total Respondents	273
(skipped this question)	107

**Question 9. Years in your current school district**

	Response Average
View responses to this question in Appendix A	9.89
Total Respondents	273
(skipped this question)	107

SECTION II: ACCOMMODATIONS GUIDELINES AND TRAINING**Question 10. Are you familiar with Ohio's written guidelines on providing assessment accommodations for students with disabilities or ELLs with disabilities provided in the Ohio Administrative Code?**

	Response Total	Response Percent
Yes	247	100%
No	1	0%
Total Respondents	248	100%
(skipped this question)		132

Question 11. Have you received training on testing accommodations for the statewide assessments?

	Response Total	Response Percent
Yes	214	86%
No	34	14%
Total Respondents	248	100%
(skipped this question)		132

Question 12. How much training did you receive on testing accommodations for statewide assessments?

	Response Total	Response Percent
1 hr or less	95	38%
1-3 hrs (1/2 day)	79	32%
More than three hours, up to eight hours (1/2 to 1 full day)	61	25%
More than eight hours (1 full day or more)	12	5%
Total Respondents	247	100%
(skipped this question)		133

Question 13. What topics did your accommodations training cover? Check all that apply.

	Response Total	Response Percent
Ohio's policy and regulatory requirements.	203	81%
Providing accommodations for instruction and assessment.	186	74%



Selecting accommodations for use on statewide assessments.	156	62%
Planning and implementing specific types of assessment accommodations	137	55%
Characteristics of students (i.e. ELL students and students with disabilities that may require accommodations for state assessments.)	124	50%
Developing an assessment accommodations plan.	59	24%
Evaluating the use of accommodations.	59	24%
Other topics, please specify	13	100%
Total Respondents		250
(skipped this question)		130

Additional topics regarding training.

Comments for Question 13
1. No training received.(10)
2. I read the ODE manual for accommodations.(3)
3. Administering accommodations as listed on IEP.(1)

Question 14. Did your training or awareness of ODE written guidelines sufficiently prepare you for the following tasks?

A. Administer state assessments, in accordance with the requirements, to students with disabilities or ELLs with disabilities using testing accommodations?

	Response Total	Response Percent
Yes	237	96%
No	10	4%
Total Respondents	247	100%
(skipped this question)		133

If “no” please explain.

Respondents explained why they responded “No” for each task. Examples of their explanations are summarized in the tables below. The complete list of comments can be found in Appendix B.

Explanations regarding “no” for option A.
1. I learned these things so I could manage the district testing, but I am not a licensed special education teacher.
2. I attended the general training for teachers administering state tests. On my own I read the sections pertaining to accommodations, and I discussed issues with special education teachers.
3. Training was overview for District Test Coordinators, not necessarily specific to students with disabilities or ELLs.
4. Need details and the option to ask the state questions for clarification.

B. Implement the required accommodation(s) for each child that you supervised?

	Response Total	Response Percent
Yes	237	96%
No	10	4%
Total Respondents	247	100%



(skipped this question) 133

If “no” please explain.

Respondents explained why they responded “No” for each task. Examples of their explanations are summarized in the tables below. The complete list of comments can be found in Appendix B.

Explanations regarding “no” for option B.

1. Training covered general accommodations but not more unusual ones (such as use of a translator).
2. Implementation was/is facilitated/assigned to other staff via in-service.
3. I read the state guidelines and discussed issues with special education teachers.

C. Evaluate how appropriate and effective the accommodations were for the students with disabilities or ELLs with disabilities that you supervised?

	Response Total	Response Percent
Yes	200	81%
No	47	19%
Total Respondents	247	100%
(skipped this question)		133

If “no” please explain.

Respondents explained why they responded “No” for each task. Examples of their explanations are summarized in the tables below. The complete list of comments can be found in Appendix B.

Explanations regarding “no” for option C.

1. We did not look at the effectiveness component.
2. There were no guidelines given for evaluation.
3. I have never been asked to evaluate the appropriateness and effectiveness of accommodations provided for the students.
4. I couldn't evaluate how effective the accommodations were if I was supervising a student I don't normally work with on a daily basis.

SECTION III: ACCOMMODATIONS FOR USE ON STATEWIDE ASSESSMENTS

Question 15. Did you complete a planning checklist to determine what accommodations were needed for students with disabilities or ELLs with disabilities and how the accommodations would be implemented in the test environment?

	Response Total	Response Percent
Yes	188	78%
No	54	22%
Total Respondents	242	100%
(skipped this question)		138



If “no” please explain.

The respondents offered 27 explanations regarding why no checklist was completed. Examples of their explanations are summarized in the tables below. The complete list of comments can be found in Appendix C.

Determine By Other District Personnel(16)
<ol style="list-style-type: none"> 1. The Intervention Specialists were responsible for this. 2. The intervention specialist whose primary responsibility is 10th grade did that, along with the building principal. I didn't personally do that. 3. The above is designed, assigned and completed by our school's Special Education Director. 4. Testing coordinator did this. 5. Planning checklist was the responsibility of our Curriculum Coordinators.
Guided By The Student IEPs(8)
<ol style="list-style-type: none"> 1. The requirements and accommodations were clear. 2. The accommodations that my student received were the same ones he receives in classes which were on his IEP. 3. Recommendations in the ETR and IEP were used to determine accommodations the student needed.
School/District Team Process(3)
<ol style="list-style-type: none"> 1. We discussed this as a team during the IEP meeting. 2. It was discussed, but not an actual checklist.

Question 16. Are there any accommodations used for classroom instruction that you think should be allowed for statewide assessments?

	Response Total	Response Percent
No	147	61%
Yes	95	39%
Total Respondents	242	100%
(skipped this question)		138

If yes, please explain.

The respondents offered 91 comments addressing the five areas regarding accommodations that should be allowed for statewide testing and various perceptions about the use of accommodations. Examples of their comments are summarized below. The complete list of comments can be found in Appendix C.

1. Clarification/Reading(35)

- Student reading aloud to the proctor.
- Speech to text voice recognition programs.
- Word processor or alpha smart.
- All text should be able to be read orally to students whose ETR shows that they are significantly below grade level in reading. Classroom texts are on audio, as well as, assessments read to the students with disabilities on a daily basis in the classroom.
- Read aloud test selection, not just answer choices.
- I think we should be allowed to read the reading passages to the student, not just the reading questions.



- Reading passages should be read or the passage should be at the student's reading level.
- Reading the reading passages to students who normally have stories and passages read to them.
- I feel we should be allowed to read the reading passages to our students with disabilities.
- Many times a teacher will read the passage of a test orally - I think some students who are not reading on grade level would benefit from having the passages read aloud or allow them to be given help with words they don't read correctly.
- I am fine with the current accommodations....but reading TO students who have a reading disability (fluency & vocabulary) would not give them an unfair advantage on COMPREHENSION. If you want to test fluency, then a fluency test should be developed.

2. Various Accommodations for Math(20)

- I would like to see third grade students be allowed to use number grids on the math test. Many of my students have trouble with alignment and focus, which causes them to make mistakes.
- Use of calculator or chart for all students.
- Math manipulatives such as base ten blocks, a teaching clock, coins and the hundred's grid should be allowed for Math. The tester should be allowed to reword questions so the student understands what the question is asking for.
- Flow charts, process charts, equation charts in math.
- Whiteboard.
- Some special needs students use formula charts on a daily basis, but only 8th grade students have a chart to use for testing. It would be helpful if 7th graders could use them too.

3. Various Accommodations for Writing(6)

- Some students need scribing to effectively communicate their knowledge/ skills but it is not allowable in the current form.
- Partial scribe/partial writing (bubbling and/or 2 pt questions). The all or nothing scribe can inhibit a student from doing as much independently as possible or from being able to show what they truly know by not having a partial scribe.
- Scribe, read selection.
- Transcribing written answers for students on IEPs in the area of written language.
- Co-writer.

4. Extended Time(3)

- We have a few students who cannot finish the test in one school day. We need an accommodation that would allow us to administer the test on more than one day.
- Extended time, frequent breaks, prompts to remain on task, redirection, small group, one on one, reader for questions.
- Small group setting; extended time; questions and test read aloud; frequent breaks; scribe.

5. Test Design(12)

- Shorter version -- current test is too long for elementary students especially those with disabilities.
- The tests should be at the academic level of the student. If a student only reads on a 4th grade level then their test should be at a 4th grade level regardless of current school grade.
- Tests should be differentiated for special education students.
- I feel students with a cognitive delay should be tested on their ability level, not their grade level
- Students with CD need to be able to use manipulatives, numbers charts etc. Just because it is in front of a student doesn't mean they will automatically get the correct answer, you are setting them up to fail when everything is against them any way.



- Students with neuro-developmental disorders should have the option to segment the testing, taking portions of each test over several days. The concept of extended time needs to be revisited.

SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE ASSESSMENTS

Question 17. Were the accommodations used by students with disabilities or ELLs with disabilities on the statewide assessments administered in the same or similar way they are used by students in the classroom?

	Response Total	Response Percent
Yes	200	90%
Unknown	12	5%
Accommodations not used in the classroom	6	3%
No	4	2%
Total Respondents	222	100%
(skipped this question)		158

If no, please explain.

The respondents offered 18 comments regarding the use of accommodations. Examples of their comments are summarized below. The complete list of comments can be found in Appendix D.

Explanations provided by respondents who answered “no” regarding how accommodations were used.
Unknown (9)
<ul style="list-style-type: none"> I am the K-8 school counselor and am not in the classrooms on a consistent basis to know. The statewide assessments are administered one-on-one, and I am not sure the accommodations provided for the tests are always used in that way in the classroom. I supervised testing for students who I do not know from the classroom. Testing accommodations were typically 1:1, small group, breaks, extended time, and reader. I am an Intervention Specialist in a virtual school.
Used Accommodations Specified in IEP or Accommodations Manual (7)
<ul style="list-style-type: none"> Students pulled out in specific groups according to accommodations. Read aloud for class is in by a person, on the assessments it is CD. Used CD's in statewide assessment. The student used the home language CD, extra time, and dictionary. Language CDs are not available in the classroom. Many times students don't receive the accommodations on classroom tests that they receive on OAAs - 504 students especially!
Other Comments/Observations(2)
<ul style="list-style-type: none"> We don't typically test these students in the orthopedic handicap classroom.



Question 18. What are the three *most significant challenges* you face when administering statewide assessments to students with disabilities or ELLs with disabilities using accommodations? List your top three and explain each one.

Total Respondents	222
(skipped this question)	158

There were 277 responses identified as Challenge #1. The responses were classified into the eight areas listed below including examples illustrating the comments for each area. The entire list of comments for Challenge 1 can be found in Appendix D.

Table 1: Summary of Challenge 1

Most Significant Challenges Faced When Administering Statewide Assessments To Students With Disabilities or ELLs With Disabilities Using Accommodations.

District Planning, Procedures and Decision-making(24)

1. Determining appropriate accommodations.
2. Making sure IEP accommodations are being followed.
3. Organizing logistics.
4. Scheduling student testing times
5. Scheduling. When there are approximately 30 -40 students that need tested with accommodations and their accommodations are not all the same, it becomes very difficult to have the students tested by someone that is familiar/comfortable/qualified to give the test with accommodations.
6. Extended time is the most challenging because of the large number of students with accommodations that need to be tested in one day. Many students need the questions and choices read multiple times. Others students write responses very slowly and do not have the opportunity to finish the test,

Providing Adequate Staff (38) and/or Space To Support Students(9)

1. I do not administer the state tests. However the biggest challenge is the availability of extra testing personnel and also space.
2. Finding enough staff to administer the one-on-one or small group testing.
3. Students typically test in smaller group environments than we can provide due to staffing constraints and the testing timeline.
4. Limited number of certified teachers to administer the test. Intervention teachers from different grade levels are administering the test. For example, a student with an IEP in the 6th grade may be tested by a 7th grade intervention specialist.
5. Space - We often don't have enough spaces in the building to provide the accommodations and the spaces we do get aren't always the least distracting.
6. Location - having enough space so that students who have a read aloud accommodation (not a reader) are in a secure test environment.

Implementation Of Appropriate Accommodations/Resources(33)

1. Scribing for math - it is difficult for a student to express math answers without physically doing the calculations. Allowing scratch paper would be helpful because in the lower grades there is not much room for a student to do the calculations in the test booklet. It is also difficult to do graphs.
2. The oral script must be read in a small group because we do not have enough readers.



3. Challenge #1 is not being able to read the entire reading test. Many students asked what certain words meant or asked me how to pronounce words within the reading passage and I was not able to read the word or explain the meaning. This is a challenge for my students more than for myself. This is particularly challenging for students that are below a third grade reading comprehension level and taking a 7th or 8th grade reading tests.
4. Reading, but trying to keep everyone at their own pace. Hard to read the test and have them continue on with the questions when others are not ready.
5. When students have an accommodation that allows them to have the test read aloud to them, it is hard to do that to for all students during testing. Some students need more time to complete a question. Towards the middle of the test, students are on all different questions.

Student Challenges(31)

1. The most significant challenge would be the wait time for students when administering the test to a small group of students. Each student finishes their answer at different times; thus, students needing to wait until all students have finished their answers so that the proctor can read the next question orally to them.
2. Attention. ELLs with ADD are not only overwhelmed by language but also the length (duration) of the assessment.
3. It is difficult to manage student behaviors that arise during testing. There is a mandate to complete the test, but students meltdown/have issues because of the test despite accommodations.** (25)
4. By the time the OGT testing actually begins, I have many students who have significant test anxiety. SWD take the tests as or more seriously than their nondisabled peers, and they want to do well. It is difficult to soothe their anxieties when I can't reassure them that someone will be there to read EVERY part of the test aloud. (They especially dread the Reading test.)
5. Testing fatigue-by Friday of the OGT, students are tired of testing and sometimes do not test as well as they did on Monday and do not use their extended time.

Assessment Requirements and Implementation Challenges(24)

1. The length of the reading passages. Students often become frustrated because they read 2-3 years below the text level and often give up and can't read the text.
2. The Reading portion of the test is very advanced for many of our IEP students. They are being assessed at a level that is not in many cases, their instructional level....thus their disability is not being acknowledged. We have often felt the tests should be leveled so the students are taking a test that coincides with their instructional level...not their Grade Level.
3. Reading level of the test doesn't match the reading level of the student. Students are given read aloud and rephrasing accommodations throughout the school year but are not allowed these accommodations on the state test.
4. The length of OAA (even shortened version) exceeds normal day-to-day assessments. No student is expected to attend to routine academic assessments for multiple hours, even with breaks. I feel that student stamina and mental attention impact the OAA scores more than the student's academic ability.

Time(10)

1. Time constraints; having enough time to give all students the test in small group setting.
2. Students finishing their answers at varying times and having to sit and wait for the last student to finish so we can all proceed to the next question/answer choices which are read aloud to all in the room. Most apparent on the Math section as it takes some students quite a bit of time to work out problems.



Personal Perspectives(25)

1. At all levels there is a conflict between the well being of a child with allowable accommodations and the push to include them. Therefore, students with untimed administrations, from an inclusive perspective, should be given the test with their peers under the supervision of their teacher. However, the requirement to have the same TA for the entire test administration precludes that unless you want to have that teacher be removed from instruction for the rest of the day with the rest of the class.
2. Most research states that it takes 5-7 years for a student to become academically fluent in another language, yet we expect students to take the reading and writing assessments after only one year in the country. On these assessments they have to read and write only in English--no translation is allowed. There is a serious disconnect between the research and the testing requirements; this creates anxiety for the students during the test. Reading passages need to be simplified or translated, or the reading test needs to be waived until the student has reached an intermediate or higher level on the OTELA or has been here for at least three years. If they are being tested for reading and writing in English on the OTELA, why test again on the OAA and OGT?
3. The tests are not aligned with IEP goals and objectives so the students do not have a chance to demonstrate the extent to which they are meeting those goals and objectives. Some students fall into the gap between a mild disability where accommodations enable them to really show what they know and can do and a severe disability that qualifies them for an alternate assessment. It is heartbreaking to subject such a student to this failure experience for 2 1/2 hours (or more if they have extended time).

**** This item was entered by one individual for 25 buildings serving various levels in various counties.**

There were 223 responses identified as Challenge 2 and 188 responses identified as Challenge 3 with a great deal of overlap between Challenge 2 and Challenge 3 responses. The eight areas listed below including examples illustrating the comments for each area. The entire list of comments for Challenge 2 and 3 can be found in Appendix D.

Table 2: Summary of Challenge 2

Most Significant Challenges Faced When Administering Statewide Assessments To Students With Disabilities or ELLs With Disabilities Using Accommodations.

Planning, Procedures and Decision-making(32)

1. Keeping track of the ELL progress and identifying allowable accommodations is challenging as well as ordering the appropriate materials because each OGT administration offers different types of language tests. Students progress at varied times. Students move in and out of the district at various times.
2. Requiring students with Readers to use SV forms. This creates a problem when trying to plan on the amount of materials a test site should get as it's not possible to predict whether or not we'll receive a new student at the last minute. During spring testing, we have 135 locations where the test is being administered. This poses a huge problem with packing and planning.
3. Confirming that nothing has changed with the student's IEP since the last test administration, especially when the new IEP has been put into place after the test order was completed.
4. Due to time constraints and the number of accommodations that our students require, we must completely suspend instruction for the amount of time it takes to administer the test. (at least 5 days)
5. The cost to administer these tests is very high for e-schools. We have to rent facilities, spend much time explaining it, and pay teachers to get there, and for lunch....the cost goes on and on.



Providing Adequate Staff (16) and/or Space To Support Students(11)

1. Staffing - we only want to use our staff; using others have resulted in our needing to invalidate tests.
2. Finding professional translators for some of our language needs was an issue this year. The money that the state pays someone to translate the test should be put into making more languages available on CD so that we can ensure quality.
3. The second challenge would be having enough proctors to administer the test to all of the individual students who receive accommodations. (IEPs, 504s, and ELL students)
4. Having enough readers/scribes that have been trained, particularly with regards to focusing issues. This past testing year, our district had a lot of sophomores with focusing issues and ADD/ADHD. As the freshman Intervention Specialist, I recommended each student have their own reader, in part to help them stay focused. This group is particularly large, and most of their issues while not always the predominate, was focusing. The students' scores suffered because they were read to in small groups instead of having a one on one reader/facilitator. Also, we as a district need to work on training readers and facilitators on how to recognize signs of when the student loses focus and how to appropriately redirect the student's attention. As an Intervention Specialist, I have received training in this area, some of the readers we used did not have that training, the students' scores suffered.

Implementation Of Appropriate Accommodations/Resources(40)

1. Accommodations in classroom unavailable to student on OAA. SWD in oral expression/listening comprehension are unable to use dictionaries like ELL students. Application, according to my observation is mixed but why not an option?
2. It is difficult to keep their attention focused for that length of time, even though I give them breaks. They try their best at the beginning, but after awhile, they just mark anything.
3. Not being able to use manipulatives or visual aids.

Student Challenges(22)

1. Student fear and frustration at having to take a test that they cannot read. Not a year goes by where I don't have at least one student say "If I fail this test, do I have to stay in third grade?" My students put their all into these tests and no matter how hard we focus on the improvements they've made, all they see is that they didn't do as well as the other kids.
2. The student fully understanding directions and following them without prompting them on what to do.
3. My students with attention problems do not have the stamina to do their best throughout the entire test.

Assessment Requirements and Implementation Challenges(15)

1. The test itself does not accommodate for the various disabilities. For instance, some of the assessment requires abstract thinking, which is very difficult for autistic students. There is no accommodation that rectifies this.**
2. Some of the longest passages or word problems at the end of the test when the students were extremely tired.

Personal Perspectives/Suggestions(23)

1. Watching students struggle throughout the test. Seeing the student's self-esteem drop because the short answer and extended response questions overwhelm them.
2. Helping students deal with the struggles & frustrations of taking tests that are beyond their zone of proximal development. This applies to those students who don't really qualify for alternate



assessment but for whom the standard state test is inappropriate. This also applies to students who have emotional problems or are ADD, but for different reasons. Finally this applies to students who refuse to use accommodations because they feel stigmatized.

3. The Reading test IS the most significant challenge of the OGT, simply because I have to make my SWD read a multi-page passage independently. Those students then have to read and comprehend the text well enough to answer the questions that I CAN read aloud to them. If the OGT is testing comprehension, then I think it should be a full read-aloud test, like the ACT.

Professional Development(6)

1. Knowing how to pronounce difficult or unfamiliar words from other subject areas other than what I teach.
2. Making certain that all staff receive the proper training to administer the test.
3. The accommodation of a Reader. We provide test administrator training prior to each test period but it never fails that there's always a question about what can be read on the OGTs or OAAs. There's always confusion for the Math test in particular. The Read Aloud Scripts were wonderful though!

***** This item was entered by one individual for 25 buildings serving various levels in various counties.***

SECTION V: EVALUATING THE EFFECTIVENESS AND APPROPRIATENESS OF ACCOMMODATIONS

Question 19. Did all students with disabilities or ELLs with disabilities accept the accommodations made available to them during statewide assessments?

	Response Total	Response Percent
Yes	153	71%
No	62	29%
Total Respondents	215	100%
(skipped this question)		165

Question 20. Did all students with disabilities or ELLs with disabilities who received accommodations on the day of the statewide assessment use them appropriately?

	Response Total	Response Percent
Yes	195	91%
No	20	9%
Total Respondents	215	100%
(skipped this question)		165

The respondents offered 16 comments regarding the proper use of accommodations. The comments are summarized below.

Accommodations. Not properly used (9)	Refused or did not want accommodations (3)
1. They do not follow the person reading the script. Worked ahead. I had one who never turned the page in the Math Test from the first page. She just listened to the reader. I wasn't	1. Some students said they did not want the test read to them even though they had a reader as an accommodation.



allowed to prompt her.	
2. Some students worked ahead of proctor	2. Some students asked the reader to not read. The students wanted to read on their own.
3. Some students who had test read aloud did not wait to listen to reader, they rushed ahead and guessed at answers	3. Some refused their reader or scribe
4. Some of our students don't value them so rush through without following along with the proctors	4. Some just gave up because of the test length, frustrations with a way too difficulty test, or emotional/ADD issues
5. Some just filled in the blanks instead of waiting for sections/questions/selections to be read to them.	5. some of our students don't value them so rush through without following along with the proctors
6. Some had CD's and did not use them for all questions.	6. Some students asked the reader to not read. The students wanted to read on their own.
7. Some did not use the extended time or they worked ahead and did not follow along as it was read to them	
8. Many students just want to get done with the test so they don't pay attention or follow along when I read questions to them.	
9. Few took extended time	
10. Many did not attempt to read passages that were above their reading level. Since they could not read it, they were not able to look back in the passage to attempt to find answers.	

Question 21. Did all test administrators appropriately administer the accommodations on the statewide assessments to students with disabilities or ELLs with disabilities who used them?

	Response Total	Response Percent
Yes	206	96%
No	9	4%
Total Respondents	215	100%
(skipped this question)		165

The respondents offered 8 comments regarding the proper administration of accommodations. The comments are summarized below.

Explanations provided by respondents who answered "no" regarding proper administration of accommodations.

1. We had to invalidate one test because the read aloud accommodation was not given to a student.
2. We had to complete a breach form as one student was not provided a scribe, but should have received one.
3. We had a teacher give answers on one of the OGT tests.
4. This issue has been addressed with our building administrator.
5. There was an incident where a teacher provided a read aloud accommodation to a student who was to read aloud the test to himself.
6. Several students who tested in a small group setting brought it to our attention that the test



administer did not read the questions aloud to them, even though that was a testing accommodation to that group of students.

7. One administrator did not allow a student to use a dictionary (even after being told it was okay), and did not contact the ELL coordinator to make sure it was okay.
8. I only know I did. I cannot attest to all other test administrators when I wasn't with them. In our discussions, however, we take this assignment very seriously.

Question 22. At the district and/or building level, when do you evaluate the effectiveness of testing accommodations for your students? Please explain your response.

	Response Total	Response Percent
Ongoing throughout the school year	147	68%
During committee meetings about the student	20	9%
We do not evaluate the effectiveness of accommodations for students with disabilities or ELLs with disabilities (please explain)	8	4%
A few days or a few weeks before the test administration	5	2%
After the test administration	4	2%
The end of the school year	4	2%
The beginning of the school year	3	1%
The middle of the school year	1	0%
Other, please specify:	29	13%
Total Respondents	215	100%
(skipped this question)		165

The respondents offered 24 comments regarding evaluating the effectiveness of testing accommodations. The comments were categorized in four areas as listed below. The entire list of comments can be found in Appendix E.

	Number of Responses
IEP Review or other Special Education meeting	10
Periodic Meeting or Testing Process	4
Ongoing throughout the year	2
Other Comments	8

Question 23. At the district and/or building level, describe *how you evaluate the effectiveness of testing accommodations used on state assessments?*

Total Respondents	215
(skipped this question)	165

The respondents offered 156 comments regarding evaluating the effectiveness of testing accommodations. The comments were categorized in five areas as listed below. The entire list of comments can be found in Appendix E.

	Number of Comments
IEP or IEP Team Process	39



District/Building Team Process	36
Process Using Tests or Data	22
Ongoing Process Throughout The Year	11
Various Comments - No Clear Method Described	48

Question 24. What criteria do you and/or your district use to determine if an accommodation is effective for a student?

Total Respondents	215
(skipped this question)	165

The respondents offered 156 comments regarding evaluating the effectiveness of testing accommodations. The comments were categorized in five areas as listed below. The entire list of comments can be found in Appendix E.

Criteria Described	Number of Comments
IEP Requirements and/or individual daily use	31
District/Building Discussion Process	30
Process Using Tests or Data	17
Other General Comments	90

25. Overall, how effective were the accommodations provided to the students with disabilities for use on statewide assessment as determined by you or your district?

	Response Total	Response Percent
Somewhat effective	111	52%
Very effective	79	37%
Unknown	25	12%
Not effective	0	0%
Total Respondents	215	100%
(skipped this question)		165



Question 26. In the table below rate how effective the accommodations were in helping students with disabilities (including ELL students with an IEP or 504 plan) access information on statewide assessment, as determined by you or your district using the scale below (1 = not well; 3 = somewhat; 5 = very well).

**Ratings for Grade 3
General accommodations for all ELLs
(number of respondents)*
N=82/110 (see Question 7)**

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	6.1% (5)*	1.22% (1)	19.51% (16)	73.17% (60)	82
Breaks during testing	6.1 (5)	0 (0)	23.17% (19)	70.73% (58)	82
Read aloud (Read directions, questions and answer choices aloud on test)	12.2% (10)	0% (0)	19.51% (16)	68.29% (56)	82
Small group (Small group of students with one test administrator)	10.98% (9)	1.22% (1)	23.17% (19)	64.63% (53)	82
Familiar test administrator	18.29% (15)	2.44% (2)	17.07% (14)	62.2% (51)	82
Dictation Scribe	30.49% (25)	1.22% (1)	15.85% (13)	52.44% (43)	82
Scribe - dictation	30.49% (25)	2.44% (2)	14.63% (12)	52.44% (43)	82
Individual	34.15% (28)	0 (0)	15.85% (13)	50% (41)	82
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	15.85% (13)	7.32% (6)	30.49% (25)	46.34% (38)	82
Reduced noise distractions	39.02% (32)	0% (0)	23.17% (19)	37.8% (31)	82
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	52.44% (43)	0% (0)	12.2% (10)	35.37% (29)	82
Read aloud softly to self	43.9% (36)	6.1% (5)	14.63% (12)	35.37% (29)	82
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	37.8% (31)	4.88% (4)	23.17% (19)	34.15% (28)	82
Redirect or cuing	37.8% (31)	6.1% (5)	23.17% (19)	32.93% (27)	82
Reduced visual distractions	47.56% (39)	1.22% (1)	20.73% (17)	30.49% (25)	82
Mark responses in test book instead of answer document	60.98% (50)	2.44% (2)	10.98% (9)	25.61% (21)	82



Time of day	64.63% (53)	3.66% (3)	9.76% (8)	21.95% (18)	82
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	60.98% (50)	6.1% (5)	12.2% (10)	20.73% (17)	82
Large print text	78.05% (64)	0% (0)	3.66% (3)	18.29% (15)	82
Fidgets, organizers	69.51% (57)	3.66% (3)	13.41% (11)	13.41% (11)	82
Formula or reference sheet (Gr. 8 & OGT)	78.05% (64)	1.22% (1)	7.32% (6)	13.41% (11)	82
Dictionary (Allowable (LEP only)	74.39% (61)	3.66% (3)	9.76% (8)	12.2% (10)	82
English audio CD	75.61% (62)	3.66% (3)	9.76% (8)	10.98% (9)	82
Pointing	80.49% (66)	1.22% (1)	8.54% (7)	9.76% (8)	82
Reorder questions (self initiated)	74.39% (61)	8.54% (7)	7.32% (6)	9.76% (8)	82
Magnification device	87.8% (72)	0% (0)	3.66% (3)	8.54% (7)	82
Adaptive furniture	87.8% (72)*	1.22% (1)	3.66% (3)	7.32% (6)	82
Amplification device	86.59% (71)	0% (0)	6.1% (5)	7.32% (6)	82
Braille	91.46% (75)	0% (0)	1.22% (1)	7.32% (6)	82
Low-tech writing tools	87.8% (72)	0% (0)	4.88% (4)	7.32% (6)	82
Different paper - graph or grid paper, wide-ruled or lined paper	76.83% (63)	3.66% (3)	13.41% (11)	6.1% (5)	82
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	79.27% (65)	3.66% (3)	10.98% (9)	6.1% (5)	82
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	90.24% (74)	3.66% (3)	1.22% (1)	4.88% (4)	82
Visual aids	87.8% (72)	3.66% (3)	3.66% (3)	4.88% (4)	82
Braille	95.12% (78)	0% (0)	1.22% (1)	3.66% (3)	82
Grammar checker	91.46% (75)	2.44% (2)	2.44% (2)	3.66% (3)	82
Manipulatives (Student with visual impairments)	93.9% (77)	0% (0)	2.44% (2)	3.66% (3)	82
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	93.9% (77)	0% (0)	2.44% (2)	3.66% (3)	82



Special lighting	95.12% (78)	1.22% (1)	1.22% (1)	2.44% (2)	82
Physical supports	93.9% (77)	1.22% (1)	3.66% (3)	1.22% (1)	82
Total Respondents					82
(skipped this question)					28

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	68.29% (56)	0% (0)	8.54% (7)	23.17% (19)	82
The use of a dictionary	75.61% (62)	7.32% (6)	8.54% (7)	8.54% (7)	82
Total Respondents					82
(skipped this question)					28

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	80.49% (66)	0% (0)	8.54% (7)	10.98% (9)	82
A language translation accommodation of allowable parts of the test using the foreign-language CD	85.37% (70)	0% (0)	7.32% (6)	7.32% (6)	82
An English read-aloud accommodation of allowable parts of the test using the English audio CD	84.15% (69)	0% (0)	9.76% (8)	6.1% (5)	82
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	86.59% (71)	0% (0)	8.54% (7)	4.88% (4)	82
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	91.46% (75)	0% (0)	6.1% (5)	2.44% (2)	82
Total Respondents					82
(skipped this question)					28



Ratings for Grade 4
General accommodations for all ELLs
(number of respondents)*
N=79/110 (See Question 7)

	N/A	1	3	5	Response Total
Breaks during testing	5.06% (4)	1.27% (1)	21.52% (17)	72.15% (57)*	79
Read aloud (Read directions, questions and answer choices aloud on test)	12.66% (10)	0% (0)	16.46% (13)	70.89% (56)	79
Extended time (One school day as defined by school district)	13.92% (11)	0% (0)	16.46% (13)	69.62% (55)	79
Familiar test administrator	24.05% (19)	2.53% (2)	13.92% (11)	59.49% (47)	79
Small group (Small group of students with one test administrator)	17.72% (14)	1.27% (1)	21.52% (17)	59.49% (47)	79
Scribe - dictation	31.65% (25)	3.8% (3)	13.92% (11)	50.63% (40)	79
Dictation Scribe	29.11% (23)	3.8% (3)	17.72% (14)	49.37% (39)	79
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	12.66% (10)	6.33% (5)	34.18% (27)	46.84% (37)	79
Reduced noise distractions	43.04% (34)	2.53% (2)	13.92% (11)	40.51% (32)	79
Individual	45.57% (36)	1.27% (1)	15.19% (12)	37.97% (30)	79
Reduced visual distractions	49.37% (39)	2.53% (2)	17.72% (14)	30.38% (24)	79
Redirect or cuing	46.84% (37)	5.06% (4)	22.78% (18)	25.32% (20)	79
Read aloud softly to self	50.63% (40)	8.86% (7)	16.46% (13)	24.05% (19)	79
Mark responses in test book instead of answer document	62.03% (49)	3.8% (3)	11.39% (9)	22.78% (18)	79
Time of day	58.23% (46)	7.59% (6)	12.66% (10)	21.52% (17)	79
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	65.82% (52)	1.27% (1)	16.46% (13)	16.46% (13)	79
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	73.42% (58)	2.53% (2)	8.86% (7)	15.19% (12)	79
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	78.48% (62)	3.8% (3)	6.33% (5)	11.39% (9)	79
Large print text	84.81% (67)	1.27% (1)	3.8% (3)	10.13% (8)	79



Visual aids	89.87% (71)	0% (0)	2.53% (2)	7.59% (6)	79
Dictionary (Allowable (LEP only))	84.81% (67)	5.06% (4)	3.8% (3)	6.33% (5)	79
English audio CD	88.61% (70)	1.27% (1)	3.8% (3)	6.33% (5)	79
Fidgets, organizers	75.95% (60)	2.53% (2)	15.19% (12)	6.33% (5)	79
Pointing	82.28% (65)	3.8% (3)	7.59% (6)	6.33% (5)	79
Adaptive furniture	88.61% (70)	0% (0)	6.33% (5)	5.06% (4)	79
Amplification device	89.87% (71)	0% (0)	5.06% (4)	5.06% (4)	79
Formula or reference sheet (Gr. 8 & OGT)	89.87% (71)	1.27% (1)	3.8% (3)	5.06% (4)	79
Reorder questions (self initiated)	78.48% (62)	6.33% (5)	10.13% (8)	5.06% (4)	79
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	87.34% (69)	1.27% (1)	6.33% (5)	5.06% (4)	79
Braille	93.67% (74)	0% (0)	2.53% (2)	3.8% (3)	79
Different paper - graph or grid paper, wide-ruled or lined paper	78.48% (62)	5.06% (4)	12.66% (10)	3.8% (3)	79
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	94.94% (75)	1.27% (1)	0% (0)	3.8% (3)	79
Grammar checker	93.67% (74)	1.27% (1)	2.53% (2)	2.53% (2)	79
Low-tech writing tools	89.87% (71)	0% (0)	7.59% (6)	2.53% (2)	79
Magnification device	93.67% (74)	0% (0)	3.8% (3)	2.53% (2)	79
Braille	96.2% (76)	0% (0)	2.53% (2)	1.27% (1)	79
Physical supports	92.41% (73)	1.27% (1)	5.06% (4)	1.27% (1)	79
Manipulatives (Student with visual impairments)	93.67% (74)	1.27% (1)	5.06% (4)	0% (0)	79
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	98.73% (78)	0% (0)	1.27% (1)	0% (0)	79



Special lighting	92.41% (73)	3.8% (3)	3.8% (3)	0% (0)	79
Total Respondents					79
(skipped this question)					31

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	78.48% (62)	1.27% (1)	5.06% (4)	15.19% (12)	79
The use of a dictionary	83.54% (66)	2.53% (2)	6.33% (5)	7.59% (6)	79
Total Respondents					79
(skipped this question)					31

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	91.14% (72)	0% (0)	2.53% (2)	6.33% (5)	79
An English read-aloud accommodation of allowable parts of the test using the English audio CD	93.67% (74)	0% (0)	3.8% (3)	2.53% (2)	79
A language translation accommodation of allowable parts of the test using the foreign-language CD	93.67% (74)	0% (0)	3.8% (3)	2.53% (2)	79
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	94.94% (75)	0% (0)	3.8% (3)	1.27% (1)	79
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	96.2% (76)	0% (0)	2.53% (2)	1.27% (1)	79
Total Respondents					79
(skipped this question)					31



Ratings for Grade 5
General accommodations for all ELLs
(number of respondents)*
N=73/110 (See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	9.46% (7)	2.7% (2)	14.86% (11)	72.97% (54)	74
Read aloud (Read directions, questions and answer choices aloud on test)	9.46% (7)	1.35% (1)	17.57% (13)	71.62% (53)	74
Breaks during testing	10.81% (8)	0% (0)	22.97% (17)	66.22% (49)	74
Small group (Small group of students with one test administrator)	18.92% (14)	1.35% (1)	18.92% (14)	60.81% (45)	74
Familiar test administrator	24.32% (18)	1.35% (1)	18.92% (14)	55.41% (41)	74
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	14.86% (11)	2.7% (2)	32.43% (24)	50% (37)	74
Scribe - dictation	39.19% (29)	1.35% (1)	10.81% (8)	48.65% (36)	74
Dictation Scribe	35.14% (26)	1.35% (1)	18.92% (14)	44.59% (33)	74
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	31.08% (23)	4.05% (3)	27.03% (20)	37.84% (28)	74
Reduced noise distractions	48.65% (36)	1.35% (1)	12.16% (9)	37.84% (28)	74
Individual	48.65% (36)	2.7% (2)	13.51% (10)	35.14% (26)	74
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	41.89% (31)	8.11% (6)	20.27% (15)	29.73% (22)	74
Reduced visual distractions	52.7% (39)	2.7% (2)	14.86% (11)	29.73% (22)	74
Redirect or cuing	51.35% (38)	6.76% (5)	17.57% (13)	24.32% (18)	74
Read aloud softly to self	52.7% (39)	6.76% (5)	20.27% (15)	20.27% (15)	74
Time of day	67.57% (50)	4.05% (3)	8.11% (6)	20.27% (15)	74
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	74.32% (55)	4.05% (3)	12.16% (9)	9.46% (7)	74
Large print text	86.49% (64)	1.35% (1)	4.05% (3)	8.11% (6)	74
Mark responses in test book instead of answer document	79.73% (59)	2.7% (2)	9.46% (7)	8.11% (6)	74



Braille	93.24% (69)	0% (0)	0% (0)	6.76% (5)	74
Pointing	85.14% (63)	1.35% (1)	6.76% (5)	6.76% (5)	74
Dictionary (Allowable (LEP only))	86.49% (64)	4.05% (3)	4.05% (3)	5.41% (4)	74
English audio CD	87.84% (65)	1.35% (1)	5.41% (4)	5.41% (4)	74
Reorder questions (self initiated)	78.38% (58)	5.41% (4)	10.81% (8)	5.41% (4)	74
Adaptive furniture	93.24% (69)	0% (0)	2.7% (2)	4.05% (3)	74
Amplification device	94.59% (70)	0% (0)	1.35% (1)	4.05% (3)	74
Fidgets, organizers	82.43% (61)	0% (0)	13.51% (10)	4.05% (3)	74
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	91.89% (68)	0% (0)	4.05% (3)	4.05% (3)	74
Braille	95.95% (71)	0% (0)	1.35% (1)	2.7% (2)	74
Formula or reference sheet (Gr. 8 & OGT)	91.89% (68)	2.7% (2)	2.7% (2)	2.7% (2)	74
Magnification device	93.24% (69)	1.35% (1)	2.7% (2)	2.7% (2)	74
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	95.95% (71)	0% (0)	1.35% (1)	2.7% (2)	74
Visual aids	93.24% (69)	0% (0)	4.05% (3)	2.7% (2)	74
Different paper - graph or grid paper, wide-ruled or lined paper	77.03% (57)	4.05% (3)	17.57% (13)	1.35% (1)	74
Grammar checker	94.59% (70)	1.35% (1)	2.7% (2)	1.35% (1)	74
Low-tech writing tools	93.24% (69)	1.35% (1)	4.05% (3)	1.35% (1)	74
Manipulatives (Student with visual impairments)	94.59% (70)	1.35% (1)	2.7% (2)	1.35% (1)	74
Physical supports	97.3% (72)	0% (0)	2.7% (2)	0% (0)	74
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	97.3% (72)	0% (0)	2.7% (2)	0% (0)	74
Special lighting	97.3% (72)	1.35% (1)	1.35% (1)	0% (0)	74
Total Respondents					74
(skipped this question)					36

**ELLs WITH DISABILITIES**

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	74.32% (55)	0% (0)	5.41% (4)	20.27% (15)	74
The use of a dictionary	79.73% (59)	5.41% (4)	6.76% (5)	8.11% (6)	74
Total Respondents					74
(skipped this question)					36

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	87.84% (65)	0% (0)	5.41% (4)	6.76% (5)	74
An English read-aloud accommodation of allowable parts of the test using the English audio CD	90.54% (67)	0% (0)	5.41% (4)	4.05% (3)	74
A language translation accommodation of allowable parts of the test using the foreign-language CD	93.24% (69)	0% (0)	4.05% (3)	2.7% (2)	74
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	94.59% (70)	0% (0)	2.7% (2)	2.7% (2)	74
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	95.95% (71)	0% (0)	2.7% (2)	1.35% (1)	74
Total Respondents					74
(skipped this question)					36



Ratings for Grade 6
General accommodations for all ELLs
(number of respondents)*
N=63/98 (See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	11.11% (7)	1.59% (1)	9.52% (6)	77.78% (49)	63
Read aloud (Read directions, questions and answer choices aloud on test)	12.7% (8)	0% (0)	15.87% (10)	71.43% (45)	63
Breaks during testing	14.29% (9)	1.59% (1)	15.87% (10)	68.25% (43)	63
Small group (Small group of students with one test administrator)	14.29% (9)	0% (0)	17.46% (11)	68.25% (43)	63
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	19.05% (12)	1.59% (1)	25.4% (16)	53.97% (34)	63
Familiar test administrator	23.81% (15)	1.59% (1)	22.22% (14)	52.38% (33)	63
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	22.22% (14)	1.59% (1)	30.16% (19)	46.03% (29)	63
Reduced noise distractions	39.68% (25)	3.17% (2)	15.87% (10)	41.27% (26)	63
Scribe - dictation	44.44% (28)	1.59% (1)	15.87% (10)	38.1% (24)	63
Dictation Scribe	49.21% (31)	0% (0)	14.29% (9)	36.51% (23)	63
Reduced visual distractions	47.62% (30)	0% (0)	22.22% (14)	30.16% (19)	63
Individual	52.38% (33)	0% (0)	19.05% (12)	28.57% (18)	63
Redirect or cuing	55.56% (35)	4.76% (3)	17.46% (11)	22.22% (14)	63
Time of day	73.02% (46)	1.59% (1)	4.76% (3)	20.63% (13)	63
Read aloud softly to self	58.73% (37)	4.76% (3)	19.05% (12)	17.46% (11)	63
Formula or reference sheet (Gr. 8 & OGT)	74.6% (47)	1.59% (1)	7.94% (5)	15.87% (10)	63
English audio CD	82.54% (52)	1.59% (1)	4.76% (3)	11.11% (7)	63
Large print text	84.13% (53)	0% (0)	4.76% (3)	11.11% (7)	63
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	80.95% (51)	0% (0)	7.94% (5)	11.11% (7)	63



Mark responses in test book instead of answer document	80.95% (51)	4.76% (3)	6.35% (4)	7.94% (5)	63
Braille	90.48% (57)	1.59% (1)	1.59% (1)	6.35% (4)	63
Brailler	90.48% (57)	0% (0)	3.17% (2)	6.35% (4)	63
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	80.95% (51)	1.59% (1)	11.11% (7)	6.35% (4)	63
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	84.13% (53)	1.59% (1)	7.94% (5)	6.35% (4)	63
Reorder questions (self initiated)	73.02% (46)	4.76% (3)	15.87% (10)	6.35% (4)	63
Fidgets, organizers	82.54% (52)	1.59% (1)	11.11% (7)	4.76% (3)	63
Visual aids	93.65% (59)	0% (0)	1.59% (1)	4.76% (3)	63
Adaptive furniture	92.06% (58)	0% (0)	4.76% (3)	3.17% (2)	63
Amplification device	90.48% (57)	0% (0)	6.35% (4)	3.17% (2)	63
Dictionary (Allowable (LEP only)	88.89% (56)	3.17% (2)	4.76% (3)	3.17% (2)	63
Low-tech writing tools	88.89% (56)	1.59% (1)	6.35% (4)	3.17% (2)	63
Manipulatives (Student with visual impairments)	90.48% (57)	0% (0)	6.35% (4)	3.17% (2)	63
Pointing	88.89% (56)	1.59% (1)	6.35% (4)	3.17% (2)	63
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	90.48% (57)	1.59% (1)	4.76% (3)	3.17% (2)	63
Different paper - graph or grid paper, wide-ruled or lined paper	84.13% (53)	1.59% (1)	12.7% (8)	1.59% (1)	63
Grammar checker	92.06% (58)	0% (0)	6.35% (4)	1.59% (1)	63
Magnification device	92.06% (58)	1.59% (1)	4.76% (3)	1.59% (1)	63
Physical supports	93.65% (59)	1.59% (1)	4.76% (3)	0% (0)	63
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	93.65% (59)	1.59% (1)	4.76% (3)	0% (0)	63



Special lighting	93.65% (59)	3.17% (2)	3.17% (2)	0% (0)	63
Total Respondents					63
(skipped this question)					35

ELLS WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	79.37% (50)	0% (0)	4.76% (3)	15.87% (10)	63
The use of a dictionary	82.54% (52)	4.76% (3)	6.35% (4)	6.35% (4)	63
Total Respondents					63
(skipped this question)					35

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing.

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	85.71% (54)	0% (0)	6.35% (4)	7.94% (5)	63
An English read-aloud accommodation of allowable parts of the test using the English audio CD	90.48% (57)	0% (0)	6.35% (4)	3.17% (2)	63
A language translation accommodation of allowable parts of the test using the foreign-language CD	92.06% (58)	0% (0)	4.76% (3)	3.17% (2)	63
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	93.65% (59)	0% (0)	3.17% (2)	3.17% (2)	63
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	95.24% (60)	0% (0)	3.17% (2)	1.59% (1)	63
Total Respondents					63
(skipped this question)					35



Ratings for Grade 7
General accommodations for all ELLs
(number of respondents)*
N=62/92 See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	8.06% (5)	1.61% (1)	11.29% (7)	79.03% (49)	62
Read aloud (Read directions, questions and answer choices aloud on test)	17.74% (11)	0% (0)	22.58% (14)	59.68% (37)	62
Small group (Small group of students with one test administrator)	17.74% (11)	0% (0)	22.58% (14)	59.68% (37)	62
Breaks during testing	11.29% (7)	1.61% (1)	30.65% (19)	56.45% (35)	62
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	19.35% (12)	1.61% (1)	22.58% (14)	56.45% (35)	62
Familiar test administrator	25.81% (16)	3.23% (2)	17.74% (11)	53.23% (33)	62
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	16.13% (10)	0% (0)	40.32% (25)	43.55% (27)	62
Dictation Scribe	37.1% (23)	0% (0)	22.58% (14)	40.32% (25)	62
Scribe - dictation	37.1% (23)	1.61% (1)	27.42% (17)	33.87% (21)	62
Reduced noise distractions	46.77% (29)	3.23% (2)	17.74% (11)	32.26% (20)	62
Individual	62.9% (39)	0% (0)	9.68% (6)	27.42% (17)	62
Redirect or cuing	51.61% (32)	4.84% (3)	19.35% (12)	24.19% (15)	62
Reduced visual distractions	53.23% (33)	0% (0)	22.58% (14)	24.19% (15)	62
Formula or reference sheet (Gr. 8 & OGT)	69.35% (43)	3.23% (2)	8.06% (5)	19.35% (12)	62
Time of day	70.97% (44)	1.61% (1)	9.68% (6)	17.74% (11)	62
Read aloud softly to self	56.45% (35)	6.45% (4)	20.97% (13)	16.13% (10)	62
Large print text	82.26% (51)	1.61% (1)	4.84% (3)	11.29% (7)	62
Dictionary (Allowable (LEP only)	83.87% (52)	0% (0)	6.45% (4)	9.68% (6)	62
English audio CD	80.65% (50)	3.23% (2)	6.45% (4)	9.68% (6)	62



Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	82.26% (51)	0% (0)	8.06% (5)	9.68% (6)	62
Mark responses in test book instead of answer document	80.65% (50)	4.84% (3)	6.45% (4)	8.06% (5)	62
Reorder questions (self initiated)	77.42% (48)	1.61% (1)	12.9% (8)	8.06% (5)	62
Amplification device	90.32% (56)	1.61% (1)	1.61% (1)	6.45% (4)	62
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	90.32% (56)	1.61% (1)	1.61% (1)	6.45% (4)	62
Visual aids	91.94% (57)	0% (0)	1.61% (1)	6.45% (4)	62
Adaptive furniture	93.55% (58)	0% (0)	1.61% (1)	4.84% (3)	62
Different paper - graph or grid paper, wide-ruled or lined paper	79.03% (49)	4.84% (3)	11.29% (7)	4.84% (3)	62
Grammar checker	90.32% (56)	0% (0)	4.84% (3)	4.84% (3)	62
Magnification device	90.32% (56)	3.23% (2)	1.61% (1)	4.84% (3)	62
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	88.71% (55)	1.61% (1)	4.84% (3)	4.84% (3)	62
Fidgets, organizers	83.87% (52)	1.61% (1)	11.29% (7)	3.23% (2)	62
Low-tech writing tools	90.32% (56)	1.61% (1)	4.84% (3)	3.23% (2)	62
Special lighting	95.16% (59)	1.61% (1)	0% (0)	3.23% (2)	62
Braille	95.16% (59)	0% (0)	3.23% (2)	1.61% (1)	62
Braille	95.16% (59)	0% (0)	3.23% (2)	1.61% (1)	62
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	88.71% (55)	4.84% (3)	4.84% (3)	1.61% (1)	62
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	90.32% (56)	3.23% (2)	4.84% (3)	1.61% (1)	62
Pointing	91.94% (57)	0% (0)	6.45% (4)	1.61% (1)	62
Manipulatives (Student with visual impairments)	91.94% (57)	4.84% (3)	3.23% (2)	0% (0)	62



Physical supports	93.55% (58)	1.61% (1)	4.84% (3)	0% (0)	62
Total Respondents					62
(skipped this question)					30

ELLS WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	77.42% (48)	0% (0)	6.45% (4)	16.13% (10)	62
The use of a dictionary	79.03% (49)	3.23% (2)	6.45% (4)	11.29% (7)	62
Total Respondents					62
(skipped this question)					30

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing.

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	85.48% (53)	3.23% (2)	4.84% (3)	6.45% (4)	62
A language translation accommodation of allowable parts of the test using the foreign-language CD	88.71% (55)	0% (0)	4.84% (3)	6.45% (4)	62
An English read-aloud accommodation of allowable parts of the test using the English audio CD	87.1% (54)	3.23% (2)	4.84% (3)	4.84% (3)	62
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	93.55% (58)	0% (0)	3.23% (2)	3.23% (2)	62
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	93.55% (58)	0% (0)	3.23% (2)	3.23% (2)	62
Total Respondents					62
(skipped this question)					30



Ratings for Grade 8
General accommodations for all ELLs
(number of respondents)*
N=57/89 See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	14.04% (8)	0% (0)	12.28% (7)	73.68% (42)	57
Read aloud (Read directions, questions and answer choices aloud on test)	17.54% (10)	0% (0)	22.81% (13)	59.65% (34)	57
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	19.3% (11)	3.51% (2)	22.81% (13)	54.39% (31)	57
Small group (Small group of students with one test administrator)	15.79% (9)	0% (0)	29.82% (17)	54.39% (31)	57
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	15.79% (9)	1.75% (1)	31.58% (18)	50.88% (29)	57
Breaks during testing	15.79% (9)	5.26% (3)	29.82% (17)	49.12% (28)	57
Formula or reference sheet (Gr. 8 & OGT)	29.82% (17)	5.26% (3)	17.54% (10)	47.37% (27)	57
Familiar test administrator	24.56% (14)	3.51% (2)	26.32% (15)	45.61% (26)	57
Dictation Scribe	40.35% (23)	3.51% (2)	17.54% (10)	38.6% (22)	57
Scribe - dictation	40.35% (23)	0% (0)	21.05% (12)	38.6% (22)	57
Individual	52.63% (30)	3.51% (2)	12.28% (7)	31.58% (18)	57
Reduced noise distractions	47.37% (27)	1.75% (1)	22.81% (13)	28.07% (16)	57
Reduced visual distractions	56.14% (32)	1.75% (1)	19.3% (11)	22.81% (13)	57
Time of day	70.18% (40)	3.51% (2)	7.02% (4)	19.3% (11)	57
Redirect or cuing	50.88% (29)	7.02% (4)	24.56% (14)	17.54% (10)	57
Read aloud softly to self	61.4% (35)	3.51% (2)	19.3% (11)	15.79% (9)	57
English audio CD	73.68% (42)	1.75% (1)	10.53% (6)	14.04% (8)	57
Large print text	80.7% (46)	0% (0)	8.77% (5)	10.53% (6)	57
Braille	89.47% (51)	1.75% (1)	0% (0)	8.77% (5)	57



Mark responses in test book instead of answer document	77.19% (44)	5.26% (3)	8.77% (5)	8.77% (5)	57
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	78.95% (45)	1.75% (1)	10.53% (6)	8.77% (5)	57
Braille	89.47% (51)	1.75% (1)	1.75% (1)	7.02% (4)	57
Dictionary (Allowable (LEP only))	84.21% (48)	0% (0)	8.77% (5)	7.02% (4)	57
Adaptive furniture	91.23% (52)	1.75% (1)	1.75% (1)	5.26% (3)	57
Amplification device	89.47% (51)	1.75% (1)	3.51% (2)	5.26% (3)	57
Fidgets, organizers	82.46% (47)	0% (0)	12.28% (7)	5.26% (3)	57
Magnification device	87.72% (50)	1.75% (1)	5.26% (3)	5.26% (3)	57
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	91.23% (52)	1.75% (1)	3.51% (2)	3.51% (2)	57
Visual aids	91.23% (52)	1.75% (1)	3.51% (2)	3.51% (2)	57
Different paper - graph or grid paper, wide-ruled or lined paper	82.46% (47)	3.51% (2)	12.28% (7)	1.75% (1)	57
Grammar checker	91.23% (52)	0% (0)	7.02% (4)	1.75% (1)	57
Low-tech writing tools	91.23% (52)	3.51% (2)	3.51% (2)	1.75% (1)	57
Manipulatives (Student with visual impairments)	91.23% (52)	0% (0)	7.02% (4)	1.75% (1)	57
Pointing	87.72% (50)	3.51% (2)	7.02% (4)	1.75% (1)	57
Reorder questions (self initiated)	78.95% (45)	3.51% (2)	15.79% (9)	1.75% (1)	57
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	85.96% (49)	5.26% (3)	8.77% (5)	0% (0)	57
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	87.72% (50)	5.26% (3)	7.02% (4)	0% (0)	57
Physical supports	94.74% (54)	1.75% (1)	3.51% (2)	0% (0)	57
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	96.49% (55)	0% (0)	3.51% (2)	0% (0)	57



Special lighting	92.98% (53)	3.51% (2)	3.51% (2)	0% (0)	57
Total Respondents					57
(skipped this question)					32

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	75.44% (43)	0% (0)	5.26% (3)	19.3% (11)	57
The use of a dictionary	78.95% (45)	1.75% (1)	8.77% (5)	10.53% (6)	57
Total Respondents					57
(skipped this question)					32

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	85.96% (49)	1.75% (1)	5.26% (3)	7.02% (4)	57
An English read-aloud accommodation of allowable parts of the test using the English audio CD	87.72% (50)	1.75% (1)	5.26% (3)	5.26% (3)	57
A language translation accommodation of allowable parts of the test using the foreign-language CD	91.23% (52)	0% (0)	3.51% (2)	5.26% (3)	57
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	89.47% (51)	0% (0)	5.26% (3)	5.26% (3)	57
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	94.74% (54)	0% (0)	3.51% (2)	1.75% (1)	57
Total Respondents					57
(skipped this question)					32



Ratings for Grade 10
General accommodations for all ELLs
(number of respondents)*
N=76/104 See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	6.58% (5)	3.95% (3)	18.42% (14)	71.05% (54)	76
Read aloud (Read directions, questions and answer choices aloud on test)	9.21% (7)	0% (0)	22.37% (17)	68.42% (52)	76
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	19.74% (15)	1.32% (1)	14.47% (11)	64.47% (49)	76
Small group (Small group of students with one test administrator)	10.53% (8)	2.63% (2)	22.37% (17)	64.47% (49)	76
Breaks during testing	17.11% (13)	2.63% (2)	19.74% (15)	60.53% (46)	76
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	13.16% (10)	1.32% (1)	32.89% (25)	52.63% (40)	76
Familiar test administrator	25% (19)	2.63% (2)	21.05% (16)	51.32% (39)	76
Formula or reference sheet (Gr. 8 & OGT)	26.32% (20)	5.26% (4)	25% (19)	43.42% (33)	76
Reduced noise distractions	30.26% (23)	7.89% (6)	21.05% (16)	40.79% (31)	76
Scribe - dictation	38.16% (29)	1.32% (1)	22.37% (17)	38.16% (29)	76
Dictation Scribe	43.42% (33)	1.32% (1)	19.74% (15)	35.53% (27)	76
Reduced visual distractions	42.11% (32)	6.58% (5)	15.79% (12)	35.53% (27)	76
Individual	51.32% (39)	5.26% (4)	14.47% (11)	28.95% (22)	76
Read aloud softly to self	51.32% (39)	7.89% (6)	17.11% (13)	23.68% (18)	76
Redirect or cuing	47.37% (36)	11.84% (9)	18.42% (14)	22.37% (17)	76
English audio CD	56.58% (43)	1.32% (1)	21.05% (16)	21.05% (16)	76
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	69.74% (53)	0% (0)	13.16% (10)	17.11% (13)	76
Time of day	69.74% (53)	7.89% (6)	7.89% (6)	14.47% (11)	76



Dictionary (Allowable (LEP only))	80.26% (61)	0% (0)	6.58% (5)	13.16% (10)	76
Large print text	75% (57)	2.63% (2)	9.21% (7)	13.16% (10)	76
Mark responses in test book instead of answer document	76.32% (58)	6.58% (5)	6.58% (5)	10.53% (8)	76
Different paper - graph or grid paper, wide-ruled or lined paper	84.21% (64)	3.95% (3)	5.26% (4)	6.58% (5)	76
Fidgets, organizers	78.95% (60)	1.32% (1)	13.16% (10)	6.58% (5)	76
Reorder questions (self initiated)	76.32% (58)	5.26% (4)	11.84% (9)	6.58% (5)	76
Amplification device	90.79% (69)	0% (0)	3.95% (3)	5.26% (4)	76
Braille	93.42% (71)	0% (0)	1.32% (1)	5.26% (4)	76
Adaptive furniture	92.11% (70)	0% (0)	3.95% (3)	3.95% (3)	76
Brailler	94.74% (72)	0% (0)	1.32% (1)	3.95% (3)	76
Grammar checker	89.47% (68)	1.32% (1)	5.26% (4)	3.95% (3)	76
Magnification device	92.11% (70)	2.63% (2)	1.32% (1)	3.95% (3)	76
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	92.11% (70)	1.32% (1)	2.63% (2)	3.95% (3)	76
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	90.79% (69)	1.32% (1)	3.95% (3)	3.95% (3)	76
Manipulatives (Student with visual impairments)	92.11% (70)	0% (0)	3.95% (3)	3.95% (3)	76
Pointing	88.16% (67)	2.63% (2)	5.26% (4)	3.95% (3)	76
Visual aids	90.79% (69)	3.95% (3)	1.32% (1)	3.95% (3)	76
Low-tech writing tools	92.11% (70)	1.32% (1)	3.95% (3)	2.63% (2)	76
Special lighting	92.11% (70)	2.63% (2)	2.63% (2)	2.63% (2)	76
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	93.42% (71)	1.32% (1)	2.63% (2)	2.63% (2)	76
Physical supports	94.74% (72)	1.32% (1)	2.63% (2)	1.32% (1)	76



Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	96.05% (73)	1.32% (1)	1.32% (1)	1.32% (1)	76
Total Respondents					76
(skipped this question)					28

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	65.79% (50)	3.95% (3)	7.89% (6)	22.37% (17)	76
The use of a dictionary	73.68% (56)	1.32% (1)	7.89% (6)	17.11% (13)	76
Total Respondents					76
(skipped this question)					28

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the English audio CD	80.26% (61)	0% (0)	11.84% (9)	7.89% (6)	76
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	80.26% (61)	0% (0)	11.84% (9)	7.89% (6)	76
A language translation accommodation of allowable parts of the test using the foreign-language CD	84.21% (64)	0% (0)	7.89% (6)	7.89% (6)	76
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	84.21% (64)	1.32% (1)	6.58% (5)	7.89% (6)	76
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	92.11% (70)	0% (0)	2.63% (2)	5.26% (4)	76
Total Respondents					76
(skipped this question)					28



Ratings for Grade 11
General accommodations for all ELLs
(number of respondents)*
N=61/90 See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	14.75% (9)	3.28% (2)	26.23% (16)	55.74% (34)	61
Small group (Small group of students with one test administrator)	22.95% (14)	3.28% (2)	18.03% (11)	55.74% (34)	61
Read aloud (Read directions, questions and answer choices aloud on test)	14.75% (9)	0% (0)	36.07% (22)	49.18% (30)	61
Breaks during testing	21.31% (13)	3.28% (2)	29.51% (18)	45.9% (28)	61
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	27.87% (17)	3.28% (2)	22.95% (14)	45.9% (28)	61
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	22.95% (14)	8.2% (5)	27.87% (17)	40.98% (25)	61
Familiar test administrator	36.07% (22)	0% (0)	26.23% (16)	37.7% (23)	61
Formula or reference sheet (Gr. 8 & OGT)	39.34% (24)	3.28% (2)	22.95% (14)	34.43% (21)	61
Reduced noise distractions	37.7% (23)	6.56% (4)	21.31% (13)	34.43% (21)	61
Reduced visual distractions	49.18% (30)	1.64% (1)	19.67% (12)	29.51% (18)	61
Scribe - dictation	42.62% (26)	3.28% (2)	26.23% (16)	27.87% (17)	61
Dictation Scribe	47.54% (29)	1.64% (1)	24.59% (15)	26.23% (16)	61
Individual	62.3% (38)	3.28% (2)	11.48% (7)	22.95% (14)	61
English audio CD	63.93% (39)	1.64% (1)	14.75% (9)	19.67% (12)	61
Redirect or cuing	49.18% (30)	11.48% (7)	24.59% (15)	14.75% (9)	61
Read aloud softly to self	60.66% (37)	4.92% (3)	21.31% (13)	13.11% (8)	61
Time of day	72.13% (44)	6.56% (4)	9.84% (6)	11.48% (7)	61
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	78.69% (48)	3.28% (2)	8.2% (5)	9.84% (6)	61
Dictionary (Allowable (LEP only)	83.61% (51)	0% (0)	9.84% (6)	6.56% (4)	61



Large print text	81.97% (50)	0% (0)	11.48% (7)	6.56% (4)	61
Mark responses in test book instead of answer document	80.33% (49)	3.28% (2)	9.84% (6)	6.56% (4)	61
Adaptive furniture	91.8% (56)	0% (0)	3.28% (2)	4.92% (3)	61
Grammar checker	91.8% (56)	0% (0)	3.28% (2)	4.92% (3)	61
Amplification device	91.8% (56)	0% (0)	4.92% (3)	3.28% (2)	61
Different paper - graph or grid paper, wide-ruled or lined paper	83.61% (51)	3.28% (2)	9.84% (6)	3.28% (2)	61
Fidgets, organizers	81.97% (50)	0% (0)	14.75% (9)	3.28% (2)	61
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	91.8% (56)	1.64% (1)	3.28% (2)	3.28% (2)	61
Visual aids	93.44% (57)	1.64% (1)	1.64% (1)	3.28% (2)	61
Braille	95.08% (58)	0% (0)	3.28% (2)	1.64% (1)	61
Braille	95.08% (58)	0% (0)	3.28% (2)	1.64% (1)	61
Low-tech writing tools	90.16% (55)	3.28% (2)	4.92% (3)	1.64% (1)	61
Magnification device	93.44% (57)	3.28% (2)	1.64% (1)	1.64% (1)	61
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	90.16% (55)	3.28% (2)	4.92% (3)	1.64% (1)	61
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	90.16% (55)	3.28% (2)	4.92% (3)	1.64% (1)	61
Pointing	90.16% (55)	1.64% (1)	6.56% (4)	1.64% (1)	61
Reorder questions (self initiated)	85.25% (52)	6.56% (4)	6.56% (4)	1.64% (1)	61
Special lighting	93.44% (57)	3.28% (2)	1.64% (1)	1.64% (1)	61
Manipulatives (Student with visual impairments)	93.44% (57)	1.64% (1)	4.92% (3)	0% (0)	61
Physical supports	96.72% (59)	1.64% (1)	1.64% (1)	0% (0)	61



Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	96.72% (59)	0% (0)	3.28% (2)	0% (0)	61
Total Respondents					61
(skipped this question)					29

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	72.13% (44)	1.64% (1)	6.56% (4)	19.67% (12)	61
The use of a dictionary	81.97% (50)	1.64% (1)	4.92% (3)	11.48% (7)	61
Total Respondents					61
(skipped this question)					29

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the English audio CD	83.61% (51)	0% (0)	9.84% (6)	6.56% (4)	61
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	86.89% (53)	1.64% (1)	6.56% (4)	4.92% (3)	61
A language translation accommodation of allowable parts of the test using the foreign-language CD	90.16% (55)	0% (0)	6.56% (4)	3.28% (2)	61
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	90.16% (55)	1.64% (1)	4.92% (3)	3.28% (2)	61
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	96.72% (59)	0% (0)	3.28% (2)	0% (0)	61
Total Respondents					61
(skipped this question)					29



Ratings for Grade 12
General accommodations for all ELLs
(number of respondents)*
N=56/86 See Question 7)

	N/A	1	3	5	Response Total
Extended time (One school day as defined by school district)	19.64% (11)	1.79% (1)	21.43% (12)	57.14% (32)	56
Read aloud (Read directions, questions and answer choices aloud on test)	19.64% (11)	1.79% (1)	26.79% (15)	51.79% (29)	56
Small group (Small group of students with one test administrator)	30.36% (17)	1.79% (1)	16.07% (9)	51.79% (29)	56
Breaks during testing	30.36% (17)	5.36% (3)	17.86% (10)	46.43% (26)	56
Calculator - grades 5 and above (Allowable for qualifying grade 5 students)	30.36% (17)	3.57% (2)	19.64% (11)	46.43% (26)	56
Clarify directions (directions can be repeated as often as necessary, break general directions into steps or paraphrase general test directions ONLY)	30.36% (17)	5.36% (3)	26.79% (15)	37.5% (21)	56
Familiar test administrator	37.5% (21)	1.79% (1)	23.21% (13)	37.5% (21)	56
Formula or reference sheet (Gr. 8 & OGT)	41.07% (23)	7.14% (4)	14.29% (8)	37.5% (21)	56
Reduced noise distractions	37.5% (21)	8.93% (5)	17.86% (10)	35.71% (20)	56
Reduced visual distractions	46.43% (26)	5.36% (3)	17.86% (10)	30.36% (17)	56
Scribe - dictation	57.14% (32)	1.79% (1)	17.86% (10)	23.21% (13)	56
Dictation Scribe	60.71% (34)	1.79% (1)	16.07% (9)	21.43% (12)	56
English audio CD	66.07% (37)	1.79% (1)	12.5% (7)	19.64% (11)	56
Individual	66.07% (37)	3.57% (2)	10.71% (6)	19.64% (11)	56
Read aloud softly to self	62.5% (35)	8.93% (5)	12.5% (7)	16.07% (9)	56
Redirect or cuing	53.57% (30)	12.5% (7)	17.86% (10)	16.07% (9)	56
Dictionary (Allowable (LEP only)	82.14% (46)	0% (0)	3.57% (2)	14.29% (8)	56
Word processor ("Scribe") computer, Word processor, keyboarding device, typewriter to key responses	75% (42)	3.57% (2)	8.93% (5)	12.5% (7)	56
Time of day	73.21%	5.36%	10.71%	10.71%	56



	(41)	(3)	(6)	(6)	
Large print text	87.5% (49)	1.79% (1)	5.36% (3)	5.36% (3)	56
Mark responses in test book instead of answer document	83.93% (47)	5.36% (3)	5.36% (3)	5.36% (3)	56
Visual aids	92.86% (52)	1.79% (1)	0% (0)	5.36% (3)	56
Adaptive furniture	89.29% (50)	0% (0)	7.14% (4)	3.57% (2)	56
Amplification device	92.86% (52)	0% (0)	3.57% (2)	3.57% (2)	56
Braille	92.86% (52)	0% (0)	3.57% (2)	3.57% (2)	56
Brailler	92.86% (52)	1.79% (1)	1.79% (1)	3.57% (2)	56
Different paper - graph or grid paper, wide-ruled or lined paper	87.5% (49)	7.14% (4)	1.79% (1)	3.57% (2)	56
Fidgets, organizers	83.93% (47)	5.36% (3)	7.14% (4)	3.57% (2)	56
Grammar checker	91.07% (51)	0% (0)	5.36% (3)	3.57% (2)	56
Reorder questions (self initiated)	87.5% (49)	5.36% (3)	3.57% (2)	3.57% (2)	56
Spell checker (Portable electronic spell checker. Only spell check features without definitions and synonyms)	92.86% (52)	1.79% (1)	1.79% (1)	3.57% (2)	56
Low-tech writing tools	92.86% (52)	1.79% (1)	3.57% (2)	1.79% (1)	56
Magnification device	92.86% (52)	3.57% (2)	1.79% (1)	1.79% (1)	56
Manipulative - Protractor (Per specific grade 5 math admin. guidelines.)	91.07% (51)	3.57% (2)	3.57% (2)	1.79% (1)	56
Manipulative - Ruler (Per specific grade 3 math admin. guidelines.)	92.86% (52)	3.57% (2)	3.57% (2)	0% (0)	56
Manipulatives (Student with visual impairments)	94.64% (53)	1.79% (1)	3.57% (2)	0% (0)	56
Physical supports	96.43% (54)	1.79% (1)	1.79% (1)	0% (0)	56
Pointing	91.07% (51)	1.79% (1)	7.14% (4)	0% (0)	56
Sign language (Must sign verbatim the directions, questions, and answer choices. Reading test passages cannot be signed)	96.43% (54)	1.79% (1)	1.79% (1)	0% (0)	56



Special lighting	92.86% (52)	5.36% (3)	1.79% (1)	0% (0)	56
Total Respondents					56
(skipped this question)					30

ELLs WITH DISABILITIES

General accommodations for all ELLs

	N/A	1	3	5	Response Total
Extended time to complete the tests	73.21% (41)	3.57% (2)	7.14% (4)	16.07% (9)	56
The use of a dictionary	78.57% (44)	3.57% (2)	5.36% (3)	12.5% (7)	56
Total Respondents					56
(skipped this question)					30

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the English audio CD	83.93% (47)	0% (0)	8.93% (5)	7.14% (4)	56
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	87.5% (49)	1.79% (1)	7.14% (4)	3.57% (2)	56
A language translation accommodation of allowable parts of the test using the foreign-language CD	87.5% (49)	1.79% (1)	7.14% (4)	3.57% (2)	56
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	89.29% (50)	1.79% (1)	8.93% (5)	0% (0)	56
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	96.43% (54)	0% (0)	3.57% (2)	0% (0)	56
Total Respondents					56
(skipped this question)					30



Question 27. Please identify any additional considerations that should be made regarding providing accommodations for students with disabilities or ELLs with disabilities on statewide assessments that were not addressed in this survey.

Personal Perspectives on Assessment Expectations(34)	
1.	Providing accommodations to take the statewide assessments is necessary for their success. Many of the students we service are grade levels behind their peers, and accommodations are the only way for them to take these tests. We have identified them as having a disability, which means they learn differently and a lot slower than their peers. We owe it to them to also accommodate these disabilities on statewide assessments, and not require them to take a statewide assessment the same way their nondisabled peers do. Please do not take these accommodations away from our most needy students.
2.	When a child is still identified as ELL in HS -- or not entering until 9th or 10th grade with no English skills, very few accommodations are going to be overly helpful
3.	We are forced (required) to give students testing despite the fact that some students have no chance of understanding the content due to their cognitive ability. I believe more humane settings should be provided to those students based on their qualifications. I realize a certain percent of the district is permitted alternate assessments, but the percentages permitted do not match up with the student population of need.
4.	Test on their academic grade level.
5.	Students who are performing well below grade level for the entire school year should not have to take a grade level test that is beyond their capabilities. An achievement test at their ability level would be more fair. Accommodations don't make much of a difference when the test is too difficult to begin with.
6.	It would be great for the tests to accommodate the specific disabilities as I mentioned before (ex. many autistic students struggle with abstract concepts).(25)
7.	If a child has a low level OTELA score, consider not having them take state assessments at all. It's like telling them multiple times they are woefully inadequate.
Modification of the Assessment or Assessment Requirements(17)	
1.	We need a more flexible testing window.
2.	There needs to be a modified version of these tests. Having only two options, OAA with accommodations and alternate assessment, does not meet the needs of all students on an IEP.
3.	Guidelines are rigid for the 2% modified. There is no way to take this test in 3rd grade.
4.	Concern about the 1% cap on Alternate Assessments. Consideration should be given for implementing the additional 2% that was previously discussed. This is not fair for some of our students. Low achieving students that are not alternate assessments, need to have a more modified version of the test.
5.	If at all possible allow the students to access technology to complete the assessments
6.	Please consider allowing tests to be taken over the entire week for students who have disabilities involving attention and/or executive functioning.
Use of Accommodations(11)	
1.	The script provided this year is a very good idea.
2.	Answers verbally read aloud and recorded
3.	Answer documents should be eliminated and students should be allowed to write their responses in the test booklet.
4.	All students should be allowed calculators for math.



5. Students with read aloud accommodations may prefer to ask to have the questions read prior to students reading the passage, but are not allowed under the current rules, some errors in the scripted directions could not be detected until actual test administration began
6. I like the script for read aloud. It reassured the test administrators with students with read aloud they had been doing it correctly in previous years.
7. Chinese audio CD's should be brought back. Finding a Chinese interpreter and arranging for payment for the translator was extremely time consuming and the process was very complicated. I'm still not sure we followed the proper procedures during testing.
Comments about Completing the survey(11)
1. When filling out the survey to rate the effectiveness of the accommodations, I filled out N/A on items that I have not experienced using this year. This does not mean that these accommodations were not available to students in our district. It is just a reflection of what I used with students this year.
2. Some questions I did not have information on to answer, but I was required to put in an answer to complete the survey. This requirement can cause the survey to be inaccurate.
3. I was only involved in 7th grade OAA testing for 7th grade so I answered N/A for my evaluation of the effectiveness of the accommodations for 8th grade and ELL kids.
4. I suggest that this survey be sent to test coordinator of districts. s/he distributes to test administrators for input. a single key stroke would be helpful to indicate n/a for a whole grade level; not all test administrators test all grades.
No Additional Comments (84)
1. I'm done
2. I feel the three challenges I stated in the beginning of the survey should be considered.



Appendix A

SECTION I: GENERAL INFORMATION

Question 3. District/Community School Name (and number of respondents for each district)

- | | |
|--|--|
| 1. Ashland County-West Holmes JVSD | 42. Lincoln Elementary(2) |
| 2. Aurora Academy | 43. Logan-Hocking |
| 3. Batavia Local Schools | 44. London City |
| 4. Bath Local Schools | 45. Loveland |
| 5. Beaver Local(3) | 46. Lynchburg-Clay Local |
| 6. Bellbrook-Sugarcreek Schools | 47. Maritime Academy of Toledo |
| 7. Bellefontaine City Schools | 48. Maysville(22) |
| 8. Berea City School District(3) | 49. Milton-Union Exempted Village |
| 9. Boardman Local | 50. Minster Local Schools |
| 10. Center for Student Achievement | 51. Mollie Kessler School |
| 11. Champion Local School District(2) | 52. Mound Street Academies |
| 12. Citizens Academy | 53. NCH City Schools |
| 13. Covington Exempted Village School | 54. New Bremen Local Schools(2) |
| 14. Deer Park(2) | 55. New Lebanon Local |
| 15. Deer Park City Schools | 56. New Riegel Local |
| 16. Deer Park Community City Schools | 57. North Canton City Schools |
| 17. Delaware City | 58. North College Hill City School District(4) |
| 18. Dover City | 59. North Dayton School of Discovery |
| 19. Dover City Schools/ Dover Avenue Elementary(2) | 60. Northwest Local School District(2) |
| 20. East Holmes Local School District | 61. Oak Hill Middle/High School |
| 21. Eastern Local School District(2) | 62. Ohio Virtual Academy(23) |
| 22. ECOT | 63. Otsego Local |
| 23. Edison Local School District | 64. Ottawa Hills Local School District |
| 24. Fairborn City Schools(5) | 65. Painesville City Local Schools |
| 25. Fairborn Digital Academy | 66. Parknoll |
| 26. Fairfield City School District(2) | 67. PCCSD |
| 27. Fairview Park(6) | 68. Perrin Woods Elementary |
| 28. Gahanna Jefferson Public Schools | 69. Pike County Career Technology Center |
| 29. Greenville City Schools | 70. Pleasantville Elementary |
| 30. Hamilton County | 71. Plymouth-Shiloh Local Schools |
| 31. Hamilton County DD Services/Deer Park JR/SR High | 72. Port Clinton(6) |
| 32. Hamilton Local Digital Academy | 73. Rittman Ex. Village Rittman High School(4) |
| 33. Harrison Hills(2) | 74. Rittman Schools(2) |
| 34. Horace Mann Elementary | 75. Rossford Schools |
| 35. Huber Heights City Schools | 76. Schaefer Middle School |
| 36. Ironton Middle School | 77. SCSD |
| 37. Keifer | 78. Shaker Heights CSD(2) |
| 38. L. Hollingworth School for the Talented and Gifted | 79. Shawnee Local |
| 39. Lakewood(3) | 80. Sidney City(15) |
| 40. Lebanon(2) | 81. Solomon Lutheran |
| 41. Leetonia | 82. Southern Local/ Millcreek Elementary School(2) |
| | 83. Springfield City(35) |
| | 84. Springfield/Perrin Woods |



- | | |
|--|--|
| 85. St. Paul Lutheran | 97. Vinton County Local School District |
| 86. Summit Academy Akron Elementary(26) | 98. Wapakoneta City Schools |
| 87. Sylvania City Schools | 99. Washington-Nile |
| 88. Tallmadge | 100. Wauseon Elementary School |
| 89. The Intergenerational School | 101. Wauseon Exempted Village(3) |
| 90. The Ohio Virtual Academy | 102. West Geauga Local(6) |
| 91. Three Rivers Local School District | 103. Wildwood(5) |
| 92. Tiffin City Schools | 104. Willoughby-Eastlake City Schools(2) |
| 93. Troy Christian Jr. and Sr. High School | 105. Willoughby-Eastlake City Schools |
| 94. Troy City Schools | 106. Woodridge Local Schools |
| 95. Tuslaw Local(2) | 107. Youngstown Community School |
| 96. Upper Sandusky Exempted Village | |



Question 4. County

- | | |
|---------------------|----------------|
| 1. Allen | 43. Shelby |
| 2. Ashland | 44. Stark |
| 3. Auglaize | 45. Summit |
| 4. Butler | 46. Trumbull |
| 5. Clark | 47. Tuscarawas |
| 6. Clermont | 48. Union |
| 7. Columbiana | 49. Van Wert |
| 8. Cuyahoga | 50. Vinton |
| 9. Darke | 51. Warren |
| 10. Delaware | 52. Wayne |
| 11. Fairfield | 53. Wood |
| 12. Franklin | 54. Wyandot |
| 13. Fulton | |
| 14. Geauga | |
| 15. Greene | |
| 16. Hamilton | |
| 17. Harrison | |
| 18. Harrison County | |
| 19. Highland | |
| 20. Hocking | |
| 21. Holmes | |
| 22. Jackson | |
| 23. Jefferson | |
| 24. Know | |
| 25. Lake | |
| 26. Lawrence | |
| 27. Logan | |
| 28. Lorain | |
| 29. Lucas | |
| 30. Madison | |
| 31. Mahoning | |
| 32. Maumee | |
| 33. Miami | |
| 34. Montgomery | |
| 35. Muskingum | |
| 36. Ottawa | |
| 37. Perry | |
| 38. Pike | |
| 39. Richland | |
| 40. Sandusky | |
| 41. Scioto | |
| 42. Seneca | |



APPENDIX B

SECTION II: ACCOMMODATIONS GUIDELINES AND TRAINING

Summary of Comments for Question 14: Did your training or awareness of ODE written guidelines sufficiently prepare you for the following tasks?

Explanations regarding “no” for Option A.

1. I learned these things so I could manage the district testing, but I am not a licensed special education teacher.
2. Did not attend training.
3. Training was overview for District Test Coordinators, not necessarily specific to students with disabilities or ELLs.
4. just received the manual
5. Need details and the option to ask the state questions for clarification
6. Have not received training
7. I attended the general training for teachers administering state tests. On my own I read the sections pertaining to accommodations, and I discussed issues with special education teachers.

Explanations regarding “no” for Option B.

1. I learned these things so I could manage the district testing, but I am not a licensed special education teacher.
2. Implementation was/is facilitated/assigned to other staff via in-service.
3. Did not attend training.
4. Training covered general accommodations but not more unusual ones (such as use of a translator).
5. Having to read aloud to a group of 9 students who are all at different levels and speeds is very difficult, especially on the reading tests.
6. I do not supervise students as they test as I'm not present. I am knowledgeable in how accommodations are to be administered though.
7. No formal training.
8. Have not received training
9. I read the state guidelines and discussed issues with special education teachers.

Explanations regarding “no” for Option C.

1. I have not supervised the testing with accommodations in a classroom.
2. No discussion on this topic.
3. We did not look at the effectiveness component.
4. We gave the accommodations listed but didn't evaluate whether they were effective or not.
5. wasn't covered
6. don't remember anything talked about with evaluation
7. There were no guidelines given for evaluation.
8. there has been no evaluation piece
9. some choose not to use accommodations
10. I have never been asked to evaluate the appropriateness and effectiveness of accommodations provided for the students.
11. No evaluation of the process took place on the day of testing- teacher will decide effectiveness based on results
12. Unclear what this means



13. We were unable to use accommodations that we regularly used in testing situations throughout the year. Student success was hindered due to this.
14. I couldn't evaluate how effective the accommodations were if I was supervising a student I don't normally work with on a daily basis.
15. Effectiveness on statewide assessments has not been evaluated
16. Appropriate and effectiveness is the responsibility of the special education department. These decisions are made as part of the annual IEP review and IAT meetings.
17. I don't know if I am really helping them by reading the test aloud.
18. I haven't evaluated how appropriate and effective the accommodations were for the students.
19. I learned these things so I could manage the district testing, but I am not a licensed special education teacher.
20. Did not attend training.
21. Some accommodations, such as extended time or a scribe, seemed appropriate. Others did not.
22. Many questions come up each year related to allowable accommodations. We simply contact ODE to get answers
23. Some students are well below grade level, due to health conditions, learning disabilities, etc., and even with allowable accommodations, it is a frustrating process that leads to little success for some students on an IEP.
24. I was a proctor only for OGTs. After the session that I administered, I did not see the students again. My caseload of students participate in Alternate Assessment
25. this was not covered
26. I am not present for the administration of the tests and cannot answer this question.
27. I could not evaluate the effectiveness of the accommodations without violating test protocols.
28. I do not recall this topic being covered in the training.
29. Not sure how to evaluate effectiveness of accommodations
30. No evaluation was discussed at the training. Only accommodations are for students with 504's in grade 3.
31. No organized discussion/evaluation after testing
32. No formal training.
33. Received no training on evaluating accommodations
34. I was told nothing or read nothing that talked about the effectiveness of the accommodations for the students.
35. How to determine if the accommodations were effective or not.
36. I don't believe this was covered
37. There was no follow up on how effective we felt the accommodations were for each child.
38. I have relied on our Special Education Staff to determine effectiveness and appropriateness of the accommodations.
39. This is a topic that I feel would make a great meeting for those involved but we never have really taken the time to do this
40. Just covered the rules and what we are and are not allowed to do during testing in regards to reading and scribing, etc.
41. There was no discussion of evaluating the effectiveness of accommodations.
42. Have not received training
43. I noted the student's extensive use of accommodations. End3



Appendix C
SECTION III: ACCOMMODATIONS FOR USE ON STATEWIDE
ASSESSMENTS

Question 15. Did you complete a planning checklist to determine what accommodations were needed for students with disabilities or ELLs with disabilities and how the accommodations would be implemented in the test environment?

Guided by the IEP(8)	School/District Team Process(3)	Determine by Other District Personnel (16)
<ul style="list-style-type: none"> • The requirements and accommodations were clear. • The accommodations that my student received were the same ones he receives in classes which were on his IEP. • Recommendations in the ETR and IEP were used to determine accommodations the student needed. • Provided on existing IEP • No, not unless it is part of the IEP Testing page or the spreadsheet we developed in-house to serve our students • I followed what the IEP testing page stated. 	<ul style="list-style-type: none"> • We have a meeting, but haven't really done a checklist (We have discussion about what the allowable accommodations are and how it should look. • We discussed this as a team during the IEP meeting. • It was discussed, but not an actual checklist. 	<ul style="list-style-type: none"> • This was done for us. • This is done at the school level. • The testing facilitator did. • The teachers do this. • The Intervention Specialists were responsible for this. • The intervention specialist whose primary responsibility is 10th grade did that, along with the building principal. I didn't personally do that. • The above is designed, assigned and completed by our school's Special Education Director. • Testing coordinator did this. • Planning checklist was the responsibility of our Curriculum Coordinators. • My facilitator did and I was presented with the list. I was not part of the planning committee. • Mr. Schreck organizes assessments for our students. • I left that up to each building principal to follow the IEP accommodations as listed. Teachers are aware of approved accommodations-sent out the booklet from CEC. • Information was collected on a spreadsheet, as well as actual copies of the testing pages. • Other personnel did this • I did not. My superiors were in charge of planning accommodations.



		<ul style="list-style-type: none"> Planning checklist were the responsibility of our Curriculum Coordinators.
--	--	--

Question 16: Are there any accommodations used for classroom instruction that you think should be allowed for statewide assessments? N=91 statements

Clarification/Reading(35)

1. Student reading aloud to the proctor.
2. Speech to text voice recognition programs.
3. Word processor or alpha smart.
4. All text should be able to be read orally to students whose ETR shows that they are significantly below grade level in reading. Classroom texts are on audio, as well as, assessments read to the students with disabilities on a daily basis in the classroom.
5. Read aloud test selection, not just answer choices.
6. I think we should be allowed to read the reading passages to the student, not just the reading questions.
7. Test read allowed for reading portion, colored cover sheet to contrast words on page, frequent breaks involving physical activity, eliminate choices, use of computer to type or scribe.
8. Reading passages should be read or the passage should be at the student's reading level.
9. Reading the reading passages to students who normally have stories and passages read to them.
10. I feel we should be allowed to read the reading passages to our students with disabilities.
11. Many times a teacher will read the passage of a test orally - I think some students who are not reading on grade level would benefit from having the passages read aloud or allow them to be given help with words they don't read correctly.
12. I am fine with the current accommodations....but reading TO students who have a reading disability (fluency & vocabulary) would not give them an unfair advantage on COMPREHENSION. If you want to test fluency, then a fluency test should be developed.
13. some of the reading portion
14. Students with reading disabilities have materials read aloud to them in class every day; however, on statewide assessments, we ask them to read 1-3 pages of text independently on the Reading tests before they can have the reading accommodations. Unfair!
15. graphic organizers, dictionaries.
16. Some of my 7th and 8th grade students are on reading levels below the 3rd grade. The reading selections should be read aloud to them.
17. All text read aloud...if a student has already been found to be below their certain grade level in reading how can we expect them to read a passage on the OAA.
18. reduced number of choices, reading passages on student reading level
19. I think that the current accommodations of dictionaries and additional time should continue to be allowed.
20. often with the wording and length of questions, students do not understand what the question is asking on statewide assessments; in the classroom questions can be reworded so students understand what is being asked.
21. Since reading passages are not translated on the test, reading passages more appropriate for the student's level would be better. Also, since writing is not translated, the use of writing frames would be helpful for students who have been less than 3 yrs.
22. I think the students should be allowed to use highlighters in the reading passage.



23. Word banks for students with disabilities.
24. Students with reading levels 2-3 years below that of their grade level should be allowed to have the passages in Reading read to them.
25. Rephrasing questions, dictionaries for non ELLs, tape recording answers for students with a scribe.
26. The use of an index card with notes on it or something that can trigger how to do what is being asked of them.
27. visual highlighters.
28. The Reading test is a problem for students identified with true dyslexia. To me, asking a dyslexic student to read is equivalent to asking person in a wheelchair to run a mile in order to receive their diploma.
29. The scripts were too wordy for children with language delays to understand - We do not say open parenthesis /closed parenthesis when we teach. By the time we are finished with the script the students were very confused.
30. I think that the current accommodations of dictionaries and extended time should continue to be allowed.
31. Clarification of words and or meaning. We should be testing understanding of concepts not vocabulary.
32. Clarify question directions.
33. Clarification.
34. Clarify directions.
35. Directions should be broken down .

Various Accommodations for Math(20)

1. calculator use, visual aids, counting strips, multiplication charts, number charts
2. Use of calculator or chart for all students.
3. Calculators for students in 4th grade who qualify.
4. Calculator for 5th grade math.
5. Math manipulatives such as base ten blocks, a teaching clock, coins and the hundred's grid should be allowed for Math. The tester should be allowed to reword questions so the student understands what the question is asking for.
6. Flow charts, process charts, equation charts in math.
7. Whiteboard.
8. Some special needs students use formula charts on a daily basis, but only 8th grade students have a chart to use for testing. It would be helpful if 7th graders could use them too.
9. Formula Sheet (Similar to that provided in 8th grade) for 7th grade math.
10. formula sheets in the area of math for grades 5 and up.
11. Many times I feel like a student would be able to attempt a question with minimal prompting. For example in math, I feel like the way some questions are phrased keeps a student from showing his true math knowledge.
12. I would like to see third grade students be allowed to use number grids on the math test. Many of my students have trouble with alignment and focus, which causes them to make mistakes.
13. number grid and fact chart.
14. I have used a formula sheet throughout the entire year, but during testing the students were not permitted to use the sheet. I feel that they should be allowed to use the accommodation if it was given throughout the school year.
15. number grid.



16. counters.
17. use of formulas on math test, reading passages a loud if not at instructional reading level.
18. Students who are given the opportunity to use multiplication charts and math notebooks should be allowed to use them during the test.
19. manipulatives/ number lines/number graphs.
20. Number lines, 100 charts, more liberal read aloud.

Various Accommodations for Writing(6)

1. Some students need scribing to effectively communicate their knowledge/ skills but it is not allowable in the current form.
2. Partial scribe/partial writing (bubbling and/or 2 pt questions). The all or nothing scribe can inhibit a student from doing as much independently as possible or from being able to show what they truly know by not having a partial scribe.
3. Scribe, read selection.
4. Transcribing written answers for students on IEPs in the area of written language.
5. co-writer.
6. Use of Alpha Smart or Computer for Writing Disability when receiving Occupational Therapy as related service/Calculator all if on an IEP.

Extended Time(3)

1. We have a few students who cannot finish the test in one school day. We need an accommodation that would allow us to administer the test on more than one day..
2. Extended time, frequent breaks, prompts to remain on task, redirection, small group, one on one, reader for questions.
3. small group setting; extended time; questions and test read aloud; frequent breaks; scribe

Test Design(12)

1. Shorter version -- current test is too long for elementary students especially those with disabilities.
2. The tests should be at the academic level of the student. If a student only reads on a 4th grade level then their test should be at a 4th grade level regardless of current school grade.
3. Tests should be differentiated for special education students.
4. I feel students with a cognitive delay should be tested on their ability level, not their grade level.
5. Students with CD need to be able to use manipulatives, numbers charts etc. Just because it is in front of a student doesn't mean they will automatically get the correct answer, you are setting them up to fail when everything is against them any way.
6. Students with neuro-developmental disorders should have the option to segment the testing, taking portions of each test over several days. The concept of extended time needs to be revisited.
7. Visual look of test can be very daunting for some. If the words could be larger and the test chunked into different parts with breaks in between, there may be more success.
8. Think multi-level directions, like in extended response questions, should be broken down for students that can only do one task at a time.
9. Physical gestures/prompts for visually distracted and in-attentive students; How about testing them AT THEIR SKILL LEVEL? I am giving 7th grade reading tests to 2.0 readers.
10. ELLs need visuals and there are limited visuals in the OAA.
11. OTELA needs to have accommodations for special needs children.
12. Lowered reading levels (CD) students need lower leveled passages to read/be tested on for reading.

Various Comments

1. Whatever is designed for classroom accommodations should be the same for statewide testing.
2. They help us measure what a student really knows.
3. If it is written on the IEP it must be implemented on the state tests (is this a trick question?)



4. Any and all should be permitted. We already have documentation that the students have disabilities; we know that they cannot do what others do without specially designed instruction or need for instructional accommodations.
5. Basically any accommodation that is on the IEP for a statewide assessment should be incorporated into classroom instruction.
6. Limiting choices, option to rephrase question using terms familiar to the student.
7. As long as the classroom accommodations, the Statewide Assessment regulations are complied with and IEP accommodations are being followed.
8. Some SWD w/extended listening and/or attention deficits are allowed to take a classroom-based test throughout a day or over a couple of days. The length of time expected for some SWD to attend to a full day of OAA is not an accurate assessment of ability.
9. Even though each student has an individual education plan (IEP) he/she is still expected to take and pass the same OAA as everyone else. Even with accommodations, for some this test is completely out of alignment with the IEP goals.
10. A variety of options to demonstrate their competence other just written.
11. Accommodations that don't change the meaning of the test score that meet the student's needs.
12. Any that are used with a student for instruction should be allowable.
13. Modified assessments have been talked about in Ohio, but not recently
14. seems like any accommodations needed for the classroom should also be needed (and utilized) during assessments.
15. All accommodations permitted on state testing should be used on a regular basis in classroom settings / instruction.

Appendix D
SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE
ASSESSMENTS

Question 17: Were the accommodations used by students with disabilities or ELLs with disabilities on the statewide assessments administered in the same or similar way they are used by students in the classroom?

Other Comments/Observations(2)	Used Accommodations Specified in IEP or Accommodations Manual (7)	Unknown (9)
<ul style="list-style-type: none"> We don't typically test these students in the orthopedic handicap classroom. It is important to assess content, not language proficiency, when assessing ELLs. Diagrams would be helpful where they can label things but I understand this might not be possible in the OAA format. 	<ul style="list-style-type: none"> Students pulled out in specific groups according to accommodations Read aloud for class is in by a person, on the assessments it is CD Used CD's in statewide assessment The student used the home language CD, extra time, and dictionary. Language CDs are not available in the classroom. Many times students don't receive the accommodations on classroom tests that they receive on OAAs - 504 students especially! For reading we reduce the number of type of questions, we provide verbal prompts, etc. For my class there is no inclusion teacher so I rely on information in their 504 or IEP to implement accommodations but I do not have access to what accommodations the student has in other classes. 	<ul style="list-style-type: none"> I am the K-8 school counselor and am not in the classrooms on a consistent basis to know. I am not assigned to be in the classroom of the students tested. I am not assigned to be in the classroom o the student tested. I am an Intervention Specialist in a virtual school. I supervised testing for students who I do not know from the classroom. Testing accommodations were typically 1:1, small group, breaks, extended time, and reader. not assigned to the classroom not assigned to the classrooms My only contact with these students was as test administrator The statewide assessments are administered one-on-one, and I am not sure the accommodations provided for the tests are always used in that way in the classroom.



Question 18. What are the three *most significant challenges* you face when administering statewide assessments to students with disabilities or ELLs with disabilities using accommodations? List your top three and explain each one.

Challenge #1

N=277 statements

Planning, Procedures and Decision-making(24)

7. Determining appropriate accommodations.
8. Making sure IEP accommodations are being followed.
9. To make sure that all my students receive their accommodations when they are not in my classroom.
10. There are several students that need an in between assessment. They are higher functioning than that of an alternative assessment but cannot get through the typical OAA/OGT with accommodations, in one testing session.
11. Organizing logistics.
12. Do not have enough time in the morning to get all testing accommodations ready. Guidance does not arrive early enough to get the CD's and test booklets to the special education department.
13. Scheduling with 1:1 testing.
14. Coordinating the schedule and locations for proctoring the assessments- a VERY large task but worth it to ensure all students receive their allowable accommodations.
15. Scheduling time to administer 1:1 tests
16. Maintaining an environment that is free from distractions. Many students with disabilities are easily distracted and an administrator must be proactive so that each student's specific needs are met.
17. Scheduling
18. Scheduling student testing times
19. Extended time is the most challenging because of the large number of students with accommodations that need to be tested in one day. Many students need the questions and choices read multiple times. Others students write responses very slowly and do not have the opportunity to finish the test.
20. Last minute changes in accommodations. At ECOT, we enroll students all through testing. Making sure we have the correct accommodations for a newly enrolled student can be challenging if paperwork isn't received in a timely fashion.
21. To large of groups
22. Testing students that should be allowed to use the alternative assessment(AASWD)
23. Paperwork
24. Scheduling. When there are approximately 30 -40 students that need tested with accommodations and their accommodations are not all the same, it becomes very difficult to have the students tested by someone that is familiar/comfortable/qualified to give the test with accommodations.
25. Having the students in attendance
26. Student attendance
27. Scheduling with extended time for lunches.
28. Student attendance
29. Having students show on the day of testing
30. Making sure all students showed up for testing, make up testing



Providing Adequate Staff (38) and/or Space To Support Students(9)

1. I do not administer the state tests. However the biggest challenge is the availability of extra testing personnel and also space.
2. Finding enough test administrators to provide accommodations for scribing, read aloud, etc.
3. Finding enough staff to administer the one-on-one or small group testing.
4. Staff member availability is an issue because we are a small school without extra staff to administer testing.
5. Students typically test in smaller group environments than we can provide due to staffing constraints and the testing timeline.
6. Providing enough personnel to accommodate small group or one on one testing.
7. One challenge is having enough staff to provide accommodations for students taking statewide assessments, i.e. for small group testing, etc. We have to pull from other buildings in our district. We are able to do it, but it is a challenge.
8. Limited number of certified teachers to administer the test. Intervention teachers from different grade levels are administering the test. For example, a student with an IEP in the 6th grade may be tested by a 7th grade intervention specialist.
9. Teacher coverage for extended time.
10. Staffing - having the staff to provide the small groups necessary for giving the different accommodations.
11. Having enough support staff to administer tests.
12. Staffing requirements. To test all students simultaneously with the accommodations requires additional staffing resources to use only licensed employees as test administrators.
13. Having enough staff members to administer the tests in small groups to all students as we only have two teachers
14. small group size - finding personal to administer tests when need several since have small groups
15. staffing
16. Finding individual instructors to implement the needed accommodation for each child receiving accommodations yet following the guidelines of dates of administration by the state.
17. Having enough staff to ensure that students test in small groups.
18. Having enough personnel available to test students individually
19. Meeting the diverse needs of students taking the assessments. This takes a LOT of personnel on test days.
20. Finding enough staff and locations within each building to administer them.
21. There needs to be enough teachers to complete the accommodations at the same time as the regular education students
22. Getting enough teachers to be 1:1 for accommodations. We are pulled away for teaching for the entire week in order to give these OGTs. That means less instruction. We give them in the Fall, Spring and again in June, so that's a total of 2 wks. while students are in school that we cannot give instruction due to administering tests.
23. Staffing, since we are required to give the entire grade level on the same day. Small group testing is nearly impossible.
24. When working with an autistic student, it would be helpful if proctors had more flexibility to allow for students' specific needs during testing. I worked with a student that is VERY bright, but was not used to putting his answers on an answer document. He had the correct answers, he even told me it was a Cartesian system, but he refused to plot it on the answer document. :(I could only use the accommodations listed on his IEP, so he missed that question. I know that we don't want to compromise a test or help a student with answers etc.. But when the student obviously knows the



material and is unable to put that onto the answer document; then we have to ask ourselves what is the purpose of the test? Are we testing students' ability to put an answer on the document, or their knowledge of the content?

25. Having enough assessment administrators to provide one-on-one testing for all of the students with disabilities is the biggest challenge.
26. Finding enough qualified teachers to administer the test in a small group setting
27. Having enough familiar staff to create the small group environments necessary to keep students' focus on the test.
28. Not enough staff to provide 1-1 accommodations such as a scribe
29. We have so many students receiving accommodations that we tend to run out of certified staff to oversee the accommodations.
30. Finding enough staff members to administer the test to our students with disabilities.
31. Staffing issues. It is very difficult to find enough staff in the district to administer the test to students with disabilities.
32. Coverage for extended time.
33. I think it was difficult to find a translator for a few of our students and combine their schedule with the testing schedule during the school day.
34. Staffing numbers- it is difficult to have enough staff on hand to administer tests and accommodations.
35. Staff available for assisting with small groups in specific areas for accommodations
36. Locating enough physical space
37. Space - We often don't have enough spaces in the building to provide the accommodations and the spaces we do get aren't always the least distracting.
38. Finding enough suitable places to work with any students assigned to me. We have so few available spaces that it requires some administrative creativity to come up with all the spots needed.
39. Finding space for kids
40. Quiet place because space is so limited, there are distractions that can't always be avoided
41. Testing locations are unfamiliar to the students.
42. Having enough testing locations to be able to give the tests individually or in small group
43. Location - having enough space so that students who have a read aloud accommodation (not a reader) are in a secure test environment.
44. Not enough locations
45. Finding a location in the building to give the test.
46. Providing a quiet space for the number of students at each grade level. (Building does not have extra rooms, so the computer lab and reading lab are closed during those days.)
47. Finding space for students who need to read aloud to themselves.

Implementation Of Appropriate Accommodations/Resources(33)

1. Scribing for math - it is difficult for a student to express math answers without physically doing the calculations. Allowing scratch paper would be helpful because in the lower grades there is not much room for a student to do the calculations in the test booklet. It is also difficult to do graphs.
2. Scribe- It was frustrating for my student to not be allowed to write a number or letter when working on a math problem.
3. Scribing for Math-when student did diagram and I had to copy it
4. Scribe- it is very difficult to have the student tell when to put punctuation.
5. Not being able to read the reading passages to students creates a lot of anxiety for them. I often see children that are VERY stressed. Most will cry at some point throughout the OAA testing.
6. Challenge #1 is not being able to read the entire reading test. Many students asked what certain



words meant or asked me how to pronounce words within the reading passage and I was not able to read the word or explain the meaning. This is a challenge for my students more than for myself. This is particularly challenging for students that are below a third grade reading comprehension level and taking a 7th or 8th grade reading tests.

7. The oral script must be read in a small group because we do not have enough readers.
8. Not permitted to orally read the passage accompanying the Reading portion, for students who are below grade level in reading.
9. Students read at different paces, so it is hard to keep them all together during the read aloud
10. Not being allowed to read the reading passages to the students.
11. Not being able to read, reading passages, to the student on the reading test.
12. Reading, but trying to keep everyone at their own pace. Hard to read the test and have them continue on with the questions when others are not ready.
13. When students have an accommodation that allows them to have the test read aloud to them, it is hard to do that to for all students during testing. Some students need more time to complete a question. Towards the middle of the test, students are on all different questions.
14. Having to read the test so many times. It would be easier to have them on CD.
15. Reading
16. Reading everything
17. While reading from a script is helpful in assuring everyone is doing the same thing, it seems to miss some small helpful items like page numbers when telling students to go to the next page.
18. Technology hardware works well enough that the accommodation does not become a frustration
19. Clarify the questions for students to understand
20. Not being able to elaborate further on directions or questions
21. Not being able to rephrase questions to where the students can understand it.
22. Not being able to clarify what a question is asking. Some students are not at the level for the grade they are taking and need things explained in more detail than the test provides.
23. Students would ask questions which were not allowed to be answered.
24. Students often ask for clarification and I can't give them any.
25. Not being able to give them an example ... That would help students with disabilities greatly... To see a separate example.
26. Help with math problems in more detail
27. Trying to keep students focused on the test. Students with ADHD have difficulties focusing on a test for an extended amount of time.
28. Getting all students test completed
29. What to read to them. This year, this challenge was largely solved by the use of scripts by the State. They were helpful in showing what I had to read to students.
30. Making sure I am administering the accommodations correctly.
31. Interruptions. There can be interruptions for those that get extended time when all the other students are on a regular schedule.
32. Directions
33. Script too long and wordy.

Student Challenges(31)

1. The most significant challenge would be the wait time for students when administering the test to a small group of students. Each student finishes their answer at different times; thus, students needing to wait until all students have finished their answers so that the proctor can read the next question orally to them.
2. Students not following along as the tests are read aloud and then interrupting to ask questions.



3. It is difficult to manage student behaviors that arise during testing. There is a mandate to complete the test, but students meltdown/have issues because of the test despite accommodations.**(25)
4. Student's frustration level
5. Attention. ELLs with ADD are not only overwhelmed by language but also the length (duration) of the assessment.
6. Lack of interest of students
7. Dyslexic students, identified as 'true reading dyslexia' should be allowed to have the reading portion of the OGT read to them. Is it as a direct violation of their rights. This practice of forcing them to muddle through the reading portion of the test amplifies to the student that they have a disability. As a result, the student feels undue pressure, apprehension, test anxiety and lower self esteem. We spend a great deal of time showing the student in school how to deal with their disability, how to effectively find strategies to help them to achieve all that's possible, and how to work with technology and to use all the resources they can to deal with and overcome obstacles with regards to dyslexia. With all the technology we have available today to help them cope easily in the world, why force them to not use what will help them cope after graduation?
8. CD students can read so how can they actually be expected to pass.
9. One challenge I have is that one of my students has Down Syndrome and really can't respond to the OTELA questions on any of the assessments. It's frustrating for him and me to go through the reading of all the directions, when he clearly can't do the tests.
10. Students choosing not to have the accommodations during the test such as a reader.
11. Students that do not wish to take advantage of the accommodations provided.
12. Students tend to be apprehensive in using the read aloud (by use of CD player) accommodation. Most students, who have reading levels significantly below grade level, tend to try to read the information themselves without getting assistance.
13. Some of our students have severe emotional reactions to taking the test which often invalidates the test results.
14. Students who lack background knowledge and experiences due to their home environment are at a clear disadvantage when it comes to understanding reading passages that involve complicated plots and exotic locales. They have not had someone reading to them in English and they have not had varied experiences to draw upon. This causes them to come to school behind and it is constant catch up. Even with accommodations that are necessary due to a learning disability, they struggle to understand what they struggle to decode. If they read the questions first, that would at least give them an idea of what subject they might be reading about in the selection.
15. Students are unable to read the text, and even though the material is read to them, students are unable to review or search back for answers.
16. Students who can't read the story given to them do not understand the questions on the reading test.
17. High school students not wanting to accept accommodations. Sometimes high school students refuse to accept accommodations.
18. Vocabulary in the actual questions or answers they did not understand,
19. Parents
20. Students taking certain tests even though they aren't at that current grade level (below grade level).
21. Testing fatigue-by Friday of the OGT, students are tired of testing and sometimes do not test as well as they did on Monday and do not use their extended time.
22. By the time the OGT testing actually begins, I have many students who have significant test anxiety. SWD take the tests as or more seriously than their nondisabled peers, and they want to do well. It is difficult to soothe their anxieties when I can't reassure them that someone will be there to read



- EVERY part of the test aloud. (They especially dread the Reading test.)
23. Unpredictable mood swings: We are unable to monitor and determine if a child has taken all appropriate medications prior to the day of testing, as well as other external environmental factors.
 24. Many times students are being tested one day out of the year. If the student didn't take their medicine for the day it could throw off their whole testing day.
 25. If the student did not take his or her medicine that particular day of testing would certainly affect his/her test scores.
 26. Students who are 2-3 levels below in Reading cannot read the passages, so they cannot answer the questions asked about that passage.
 27. Students that have read aloud on their IEP did not want to follow along during the read aloud and worked ahead. Some of them were frustrated that they had to listen to me read the test aloud because it distracted them from the question they were on.
 28. Reading of allowable test portions---many students don't want them read so work ahead and many don't listen or take the accommodations that are given
 29. Students that have taken statewide tests in the past dread having to come and take them again. They already feel defeated, before they even start.
 30. Getting the student to take the extra time that she is afforded when she is aware that all the other students are finished is a challenge. I started preparing her several weeks in advance of the tests.
 31. Comprehension

**** This item was entered by one individual for 25 buildings in various counties/locations-- Summit Academy**

Assessment Requirements and Implementation Challenges(24)

1. The tests are too long to sustain the student's attention. They lose focus after the first 30-45 minutes.
2. Keeping the student motivated. He fell asleep during part of the test.
3. Making sure that ALL of the students have enough time to complete the test when they have extended time on their IEP.
4. The length of the reading passages. Students often become frustrated because they read 2-3 years below the text level and often give up and can't read the text.
5. The Reading portion of the test is very advanced for many of our IEP students. They are being assessed at a level that is not in many cases, their instructional level....thus their disabilities are not being acknowledged. We have often felt the tests should be leveled so the students are taking a test that coincides with their instructional level...not their Grade Level.
6. Reading the test(s) to students can be a distraction since not every student stays on the same number as the proctor. This could be eliminated with headphones and have the test read to them via computer program.
7. Students are required to take a reading test multiple grade levels above their reading ability level.
8. It is difficult to manage student behaviors that arise during testing. There is a mandate to complete the test, but student's meltdown/have issues because of the test despite accommodations.
9. Attending to the observable 'test phobia' in students who have attempted the OGT multiple times.
10. Pace, some students work at different speeds. It can be difficult to read a aloud to everyone at a good pace.
11. Read aloud for students when students move at different paces.
12. Reading level of the test doesn't match the reading level of the student. Students are given read



aloud and rephrasing accommodations throughout the school year but are not allowed these accommodations on the state test.

13. Some words on the tests are complicated to pronounce. For example, Latin words on the science test.
14. The passages were very long and need to be chunked in fewer sentences with questions after every 2 paragraphs, or so.
15. The difference between the grade level of the test and the grade level the student comprehends information.
16. The tests are so far above the students' reading levels that they generally refuse to attempt the tests.
17. Keeping a steady pace, as there is always a variety of work speeds
18. On the reading OAA the students read the passages at different rates. It is hard to read questions and answers to students at their own pace and still keep a quiet atmosphere for the test.
19. Keeping students on task. Prompting students when needed to complete testing.
20. The first challenge that I have found is keeping the student(s) engaged for the entire test. The tests are rather long and many times the student's endurance is not as strong as I had hoped.
21. The first challenge is keeping the student focused on the test since it is lengthy.
22. Length of test. The tests are extremely long and even with extended time and breaks available it is hard for a student with disabilities and the length of the test weighs heavily on the rest of their day and their week. It is already stressful enough for the students so shortening the test may be one way to take some of the stress.
23. The length of OAA (even shortened version) exceeds normal day-to-day assessments. No student is expected to attend to routine academic assessments for multiple hours, even with breaks. I feel that student stamina and mental attention impact the OAA scores more than the student's academic ability.
24. Vocabulary on Test

Time(10)

1. Many of our students with disabilities cannot sit for the allotted time period.
2. feel too rushed, even though they have extended time
3. The length of the test is beyond students' attention span even when given additional breaks.
4. Taxing on the individual
5. Time constraints; having enough time to give all students the test in small group setting.
6. Time constraints - the amount of students to test vs. the amount of time in the school day.
7. Students need varying amounts of time to complete and finish the problem, problem, question. When reading aloud this creates a difficulty as one student is ready to move to the next question and the other is still working on the previous.. Student who wants to move on becomes restless or bored, or shuts down.
8. Students finishing their answers at varying times and having to sit and wait for the last student to finish so we can all proceed to the next question/answer choices which are read aloud to all in the room. Most apparent on the Math section as it takes some students quite a bit of time to work out problems.
9. Time
10. time issues



Personal Perspectives(25)

1. At all levels there is a conflict between the well being of a child with allowable accommodations and the push to include them. Therefore, students with untimed administrations, from an inclusive perspective, should be given the test with their peers under the supervision of their teacher. However, the requirement to have the same TA for the entire test administration precludes that unless you want to have that teacher be removed from instruction for the rest of the day with the rest of the class.
2. Reconciling the goal of helping special education students to be included and meeting certain accommodations such as untimed tests. Because ODE requires that the SAME TA stay with the student throughout the test, we cannot have the students take the test (or at least start the test) with their peers in the regular classroom because we cannot afford to pull classroom teachers out of the classes for time beyond testing time without losing instructional time for all other students in the class.
3. Students are being tested on curriculum that they are not developmentally ready to learn.
4. I feel the test is not appropriate to students with cognitive delays. The alternate assessment is not appropriate either. There needs to be a test given at their ability level, not their grade level.
5. MY biggest challenge is watching students struggle to read grade level material that they don't read on a regular basis because they are incapable of reading it. I wish I could help with words.
6. I feel AWFUL seeing my low readers (low in fluency, vocabulary, word recognition, and phonics) have to silently read a passage and then answer COMPREHENSION questions. A GREAT teaching tool in the classroom is MODELED reading. We read aloud to kids a lot---regular and special needs. There is a difference between testing FLUENCY & WORD RECOGNITION and testing COMPREHENSION. MANY parents and students share this opinion.
7. Most research states that it takes 5-7 years for a student to become academically fluent in another language, yet we expect students to take the reading and writing assessments after only one year in the country. On these assessments they have to read and write only in English--no translation is allowed. There is a serious disconnect between the research and the testing requirements; this creates anxiety for the students during the test. Reading passages need to be simplified or translated, or the reading test needs to be waived until the student has reached an intermediate or higher level on the OTELA or has been here for at least three years. If they are being tested for reading and writing in English on the OTELA, why test again on the OAA and OGT?
8. The expectation that students with disabilities, who learn in very different ways, should be evaluated on a standardized test that does not necessarily address these different learning styles.
9. Having students who read significantly below grade level being forced to read a test that is on grade level with absolutely no assistance allowed. How is it fair to give a child reading at a primer level, a test written at third grade level, then expecting them to pass the test? For students reading 2 or more grade levels below where they should be, making the test an oral comprehension test would better assess their actual comprehension of the story.
10. The tests are too difficult for the students with disabilities. It becomes extremely frustrating for these students because they are aware that they don't understand the test. Some students shut down out of frustration.
11. When a student looks at me and says I don't understand and I have to tell them that I can't help them.
12. I have students with documented reading skills significantly below grade level and I am supposed to get them ready for a 7th or 8th grade test. You cannot be a 7th/8th grade reader until you have been a 3rd, 4th, 5th, and 6th grade reader. I would like to see us with a system that tests them on



- their ability level. If they haven't passed a 3rd grade test, then they take a third grade test for reading...not for Science. Math needs to be at their skill level, too.
13. That the students are aware that there are no consequences for them if they don't pass the test--this creates an attitude of doesn't count so why try--this also causes a rift between some regular education and special education students--I had one student say to a student of mine you get to graduate cause you're dumb and I can't because I didn't pass one OGT --this also leads to what I refer to as three minute geniuses who fill in the bubbles and write IDK in the written sections
 14. The outside factors that may affect the student the day of testing.
 15. Watching children struggle with content they are clearly unable to do.
 16. Knowing the child may know the child enough to say hi in the hallway or they look familiar, but I may not really know them and they may not really know me. Our district tries to set you up with someone you know, but this does not always work out.
 17. I wish the students would write more on the extended response.
 18. When I had to administer the OTELA's to a student with Down Syndrome, I found it frustrating for him and me that I had to read all the directions. It was quite evident that he wasn't going to be able to respond to the assessments, yet I read aloud the directions, before determining Did Not Attempt.
 19. I feel the test is not appropriate for the ability of the student. For example, a 4th grader who is reading on 2nd grade level and doing 2nd grade math has an impossible time completing work on 4th grade level in the statewide test. Most of the math, for example, they haven't even had yet.
 20. The tests are not aligned with IEP goals and objectives so the students do not have a chance to demonstrate the extent to which they are meeting those goals and objectives. Some students fall into the gap between a mild disability where accommodations enable them to really show what they know and can do and a severe disability that qualifies them for an alternate assessment. It is heartbreaking to subject such a student to this failure experience for 2 1/2 hours (or more if they have extended time).

None(9)

1. N/A
2. none
3. N/A
4. I do not face any challenges at this point. .
5. I did not experience any challenges.
6. none
7. none
8. We are a small, private school; so we are able to provide the accommodations for students with little challenge. We also probably do not have to provide as many accommodations as the public school. We have visually impaired students, students who need extended time and oral administration. We have also provided testing using a CD.
9. I didn't face any challenges ---I read the tests to several students. My role was quite simple.



Question 18. What are the three **most significant challenges** you face when administering statewide assessments to students with disabilities or ELLs with disabilities using accommodations?

Challenge 2

N=223 statements (including duplicates)

Planning, Procedures and Decision-Making(39)

1. Making sure they are utilized throughout the school year.
2. Scheduling staff to administer
3. Keeping track of the ELL progress and identifying allowable accommodations is challenging as well as ordering the appropriate materials because each OGT administration offers different types of language tests. Students progress at varied times. Students move in and out of the district at various times.
4. Because of the difference in these students at some grade levels, when using the read aloud, some students are quicker than others, causing some to wait a significant amount of time before going on. We could use the CD's however that is not an accommodation that is used throughout the school year.
5. Not having students tested on the same level as they receive instruction which is completely opposite of what is dictated for gifted students.
6. Confirming that nothing has changed with the student's IEP since the last test administration, especially when the new IEP has been put into place after the test order was completed.
7. Due to time constraints and the number of accommodations that our students require, we must completely suspend instruction for the amount of time it takes to administer the test. (at least 5 days)
8. With a small staff, it is sometimes challenging to just schedule all the accommodations given the scheduling constraints the state imposes.
9. We would like to determine the order of tests being administered. This would allow for greater success.
10. Making sure all proctors are properly trained
11. Matching the small-group 'specialized instruction' format with the building level orientation of cost effective large group testing (cost of bringing in additional personnel to facilitate small group, low distraction test environment)
12. Having all staff understand the needs of these students
13. Preparing for all the other classes who are not taking statewide tests, and not being with my students at that time
14. The cost to administer these tests is very high for eSchools. We have to rent facilities, spend much time explaining it, and pay teachers to get there, and for lunch....the cost goes on and on.
15. Making sure students were comfortable enough with me and the testing environment to perform as well as they could
16. Test site coordination
17. Test site coordination. Making sure each student has its own quiet location to take the test during the student's allowed time.
18. Being away for the entire week from students who are not testing-missing instruction time in the classroom.
19. Testing multiple grades at once. I teach at a residential facility, therefore I have many grades represented within my classroom (I teach middle school and high school)
20. Only allowing one day for students to take a section (example: Reading) of a test. It is difficult



when you have grades 3-6 to test in one building in only one day with limited staff and certified tutors.

21. Attendance
22. The students are tested by teachers that they do not work with on a regular basis.
23. Some of the students in the room did not get along with each other and wanted to start conflict before the test began. I had to deal with these issues before testing began so the students were ready to begin a free of distractions.
24. Computers if moving to that type of testing
25. Challenge #2 is the small group is still too large and the students work at different paces. When the group is above 5 students I have to read aloud questions all throughout the test over and over as students request to have questions read to them. One student complained that I was reading questions almost throughout the entire testing period, I felt the same way. If the students were in smaller groups there would have been less rereading of questions.
26. Small group testing. Pacing when testing more than one student.
27. The accommodations are not enough. In most cases a teacher is around to answer questions and pull out information from the students to help them along with figuring out the correct answer. It's not that the students do not know how to figure out the problem or question being asked, it's just pulling the information out to be able to answer them.
28. Having students arrive on time
29. Scheduling for all the students with disabilities and ELLS
30. Scheduling with extended time for lunch and extended time
31. Student attendance. (tardiness, absence)
32. Scheduling for the extended time
33. Delegating who is going to be with who. There are specific accommodations for each student it has to be carefully monitored to make sure there are no mistakes. It is very time consuming and stressful to make sure everything is 100% correct and carried out.
34. Not really knowing the students I will be assisting during testing. I feel it is important to have established a relationship with a student I'm working with during testing.
35. Attempting to develop a relationship with unfamiliar students in short time period
36. More than one student taking test at a time
37. Another challenge I have is trying to test an autistic child. He is learning to read and write but can't respond to the oral tests of speaking and listening, where he is supposed to listen to the prompts on CD's. Perhaps I could read from a script instead of using the CD's. Does that give him an unfair advantage of more time to respond?
38. When giving the OTELA's to an autistic student, I found it challenging to give the oral assessments with the prompts on CD's. This student is learning to read and write in English but he could not handle the speaking and listening assessments with the CD's. Perhaps he could take these oral assessments with an administrator reading the prompts from a script.
39. Accommodations in classroom unavailable to student on oaa.swd in oral expression/listening comprehension are unable to use dictionaries like ell students. Application, according to my observation is mixed but why not an option?

Providing Adequate Staff And/or Space To Support Students(28)

1. Having enough people to administer the accommodations
2. Not enough staff to administer in small group or individual testing environments. Our students might perform better if they were given as much time and attention as during instructional periods.
3. Finding enough people in the building who are able to administer the test because of the high



- number of students that are on an IEP or 504 plan.
4. Having enough SPED staff to administer the assessments appropriately to our SWD or ELL students.
 5. Lack of personnel to provide testing accommodations.
 6. Providing the staff to cover for those giving the accommodations.
 7. Staffing - we only want to use our staff; using others have resulted in our needing to invalidate tests
 8. Finding professional translators for some of our language needs was an issue this year. The money that the state pays someone to translate the test should be put into making more languages available on CD so that we can ensure quality.
 9. having enough staff available to give the tests individually or in small group
 10. Do not have enough support staff to read to students who do not want to use a CD player.
 11. The inability for a proctor to explain or reword a question for a student with a disability in a way that is more effectively understood.
 12. The second challenge would be having enough proctors to administer the test to all of the individual students who receive accommodations. (IEPs, 504s, and ELL students)
 13. Finding enough people to scribe for all the students that need it
 14. Getting enough manpower to accommodate all students' needs.
 15. Obtaining translators.
 16. Having enough readers/scribes that have been trained, particularly with regards to focusing issues. This past testing year, our district had a lot of sophomores with focusing issues and ADD/ADHD. As the freshman Intervention Specialist, I recommended each student have their own reader, in part to help them stay focused. This group is particularly large, and most of their issues while not always the predominate, was focusing. The students' scores suffered because they were read to in small groups instead of having a one on one reader/facilitator. Also, we as a district need to work on training readers and facilitators on how to recognize signs of when the student loses focus and how to appropriately redirect the student's attention. As an Intervention Specialist, I have received training in this area, some of the readers we used did not have that training, the students' scores suffered.
 17. Finding available space
 18. Finding enough adequate space to administer the special version in a small group or one on one setting.
 19. None
 20. The appropriate amount of space in our building for small group testing is also a challenge.
 21. Nondistracting environment. My students are easily distracted and need a good place to work.
 22. The number of testing sites - limited amount of rooms and space for one on one testing.
 23. Challenge #2 is finding enough rooms in which to give the tests one-on-one.
 24. Not enough space to allow everyone enough room to administer in a quiet environment
 25. Space. We struggle to find enough space to provide all of our students with accommodations adequate testing environments.
 26. The rooms available in the building for small groups to be small enough.
 27. Location site for testing- Locating areas in the building that would not be interrupted while providing extended time.



28. Space. It would be nice to have more space to spread out, but this is not a problem that would be easy to fix because we do not have the building to accommodate more rooms to spread out.

Implementation Of Appropriate Accommodations/Resources(34)

1. Students have a wide-range of accommodations and sometimes we can't group them with others.
2. Making certain that not too many students are scribed for (when they weren't scribed for during the year.
3. Read Alouds - the new script and form SV are helpful for test administrators. Also, the English audio CD is very helpful for the upper grades. The need for small groups, many test administrators, and assuring working technology makes this a challenge.
4. It is difficult to keep their attention focused for that length of time, even though I give them breaks. They try their best at the beginning, but after awhile, they just mark anything.
5. Students who can read aloud softly disturb others in a small group. These students require one on one..which requires an additional test administrator.
6. Not being able to explain or define unknown words.
7. I am unable to clarify or rephrase questions on tests. Often my students could answer a question on the test, but are unsure of the words within the question or what they are being asked.
8. Students working at different paces during the read aloud portion of testing.
9. For students who have decoding difficulties at any grade level--even through High School,----Could they have a large print version of the reading test? More space between words allows them to have a better chance at seeing where a word starts and stops and where a sentence starts and stops. This levels the playing field for them since no one can read the reading test to them.
10. monitoring implementation
11. scribe - finding a teacher to administer and scribe for a student
12. During small group, the kids work at different paces so having to read aloud the questions on the sub-tests gets redundant.
13. not being able to use manipulatives or visual aids
14. 2. Read to self- It was not an accommodation on the IEP, but the student wanted to read aloud to himself.
15. Keeping students with disabilities focused in accordance with their IEPs and OAA/OGT guidelines.
16. Getting students to read the reading passage even though they aren't at the academic level.
17. Trying to keep students focused on the test.
18. scribe for someone not listed as scribe on IEP
19. Scribing for students. It is hard to write down everything students say when they start getting into their story.
20. With students that get extended time there can be interruptions from other students that are on the regular scheduled time.
21. Trying to keep the student involved in the test and keep them from giving up or just filling in answers in order to get done.
22. Individualizing each accommodation



23. Requiring students with Readers to use SV forms. This creates a problem when trying to plan on the amount of materials a test site should get as it's not possible to predict whether or not we'll receive a new student at the last minute. During spring testing, we have 135 locations where the test is being administered. This poses a huge problem with packing and planning.
24. Scribing. It is very difficult to scribe for students that talk very quickly or give extensive answers. Students get distracted or lose their place and thoughts when they are requested to repeat or slow down.
25. It was also confusing for several students when the script would say to go to the next page and it was the same question or there was no page turn involved.
26. The Vocabulary used when reading script was hard for students to understand.
27. It is hard to make sure all the people administering the test know what they are and aren't allowed to do and say. It takes time.
28. It is difficult when students are not following directions properly in regards to filling in their name correctly or not using the answer document to start recording their answers right away. Providing assistance to them is limited.
29. Not being able to read the whole test - I know it's a Reading test, however, many of my students read multiple years below grade level and give up when trying to read the passages. How about a compromise? Reading passages that are leveled for the students? If I have a 3rd grader reading at K level, we would know he has the skills if the material was remotely possible to be read by him.
30. The proper way to scribe. This challenge comes from an innate desire to use capitalization and punctuation and I am fearful of writing poorly and using capitalization and punctuation because it is rote with me. Not prompting students to use action boxes was a challenge also because I wanted the student to succeed in the test and the use of action boxes is encouraged so when the student didn't tell me to write an action box, I struggled with not telling them to do so.
31. Pacing.
32. Waiting for students to read selections and knowing they cannot read them.
33. Clarity related to the use of a scribe.
34. Preparing the student to juggle using the CD player, test booklet, and answer students with disabilities document was a concern. We practiced using the CE player.

Student Challenges(22)

1. Some students do not want other students to know that they have these accommodations.
2. Many students have difficulties comprehending directions. Again, most students will not ask for the directions to be clarified in order for them to effectively complete the task.
3. Helping the student realize the importance of the test.
4. Students who have on-going medical conditions and are hospitalized during the testing period.
5. The students who finish items quickly have to wait for the others in small read aloud groups. They may forget the reading passage or the item by the time the whole group is finished.
6. students don't always want the read aloud accommodation
7. Students wanting to rush through the tests.
8. Students not taking advantage of the accommodations and working ahead or working too fast
9. parents and students complain about time frame
10. Testing fatigue: I notice that many student become frustrated by the length of the assessments. I



think that the assessments need to be shortened or broken down into smaller parts.

11. Fatigue; During the test the students get frustrated about how long the test length is. When giving modifications throughout the year there are shorten assessments and assignments. When the student gets to the test and it takes multiple hours students tend to just write an answer to get finished.
12. Student fear and frustration at having to take a test that they cannot read. Not a year goes by where I don't have at least one student say If I fail this test, do I have to stay in third grade? My students put their all into these tests and no matter how hard we focus on the improvements they've made, all they see is that they didn't do as well as the other kids.
13. Students find it almost impossible to sit still for the 2 1/2 tests, even with breaks. It is testing their frustration limit.
14. The student fully understanding directions and following them without prompting them on what to do.
15. student not understanding what is being asked of them to do
16. mentally challenging the student tires easily
17. Overwhelmed. If the ELL is overwhelmed with the OAA, many want to give up.
18. our students frustrations because they are so below grade levels
19. Students sometimes misunderstood the directions in the read aloud script.
20. The second challenge is keeping the student motivated to do their best work. They get discouraged when they come across a question they do not know.
21. My students with attention problems do not have the stamina to do their best throughout the entire test.
22. Some of these children have a short attention span and give out quickly. It is a challenge to get them to keep working.

Assessment Requirements and Implementation Challenges(16)

1. Length of tests for students with disabilities
2. Modifying the length or complexity of the assessment
3. The test itself does not accommodate for the various disabilities. For instance, some of the assessment requires abstract thinking, which is very difficult for autistic students. There is no accommodation that rectifies this.(25 comments)
4. Length of assessment for students with learning disabilities is unreasonable
5. The length of the test is too long.
6. Tests administered at grade level rather than instructional level.
7. Directions
8. Students taking tests because they are in that grade, not taking tests that are at their academic level.
9. The test itself does not accommodate for the various disabilities. For instance, some of the assessment requires abstract thinking, which is very difficult for autistic students. There is no accommodation that rectifies this.
10. Extended response questions--students should be allowed to receive help with spelling so that their responses can be read.
11. Test size in reading. Most students are slow readers on their reading level let alone grade level selections. Once they have all read the selection to themselves, then the questions/answer choices are read aloud. They take quite a bit of time on short and extended responses. We barely got done



with extended time as there were so many selections. The last couple of selections were tough for them to get through considering their disabilities. Couldn't their tests be modified with a couple of less selections so they are not burnt out by the end?

12. test is written for the general education population and special education population has limited number of students capable of passing the test from the get go--students feel defeated even before the test is administered
13. A large challenge that I also have found is the use of many diverse reading selections. The names of people in the more diverse stories are confusing to readers that already have a difficult time reading.
14. Reading passages are too difficult and cannot be read to the student. The students are sometimes a grade level or more behind their peers. While we are doing our best through RTI and other interventions to improve the reading they are still not on grade level and the test is grade level material. If there could be pictures or other context clues to assist them would be beneficial.
15. length of test
16. some of the longest passages or word problems at the end of the test when the students were extremely tired

Time(3)

1. Time
2. Time
3. Allowing double the time to complete testing

Personal Perspectives(25)

1. There are students who are not disabled but require many interventions day to day but are not able to have similar accommodations for testing.
2. There are students who are not disabled but require many interventions day to day but are not able to have similar accommodations for testing.
3. ELLs have not been exposed to extensive vocabulary needed for content in upper grade levels, when they have just been in the country for little over a year.
4. Watching students struggle throughout the test. Seeing the student's self- esteem drop because the short answer and extended response questions overwhelm them.
5. same accommodations on class assessments not allowed on State ones ..how cruel!
6. Watching a child answer the questions and knowing they have spelling errors that won't be interpreted correctly by the grader.
7. Encouraging the students to do their very best due to the fact that at some point prior to attending our facility they/and or parents have been notified that they will still receive their diploma.
8. Helping students deal with the struggles & frustrations of taking tests that are beyond their zone of proximal development. This applies to those students who don't really qualify for alternate assessment but for whom the standard state test is inappropriate. This also applies to students who have emotional problems or are ADD, but for different reasons. Finally this applies to students who refuse to use accommodations because they feel stigmatized.
9. Students who typically have instructional accommodations that are different from those allowable for testing, become very frustrated/angry.
10. Rules regarding accommodations seem to change constantly, sometimes in mid school year.
11. Students feeling successful, instead of defeated.
12. Seeing student struggling and not being able to assist.
13. Watching a student who is behind grade level, but not a candidate for alternate assessment struggle through the assessment (noticeably upset) when they have made substantial growth



throughout the school year.

14. The Reading test IS the most significant challenge of the OGT, simply because I have to make my SWD read a multi-page passage independently. Those students then have to read and comprehend the text well enough to answer the questions that I CAN read aloud to them. If the OGT is testing comprehension, then I think it should be a full read-aloud test, like the ACT.
15. If the student has a sub teacher and not he/she regular teacher will have an impact upon the testing student. This takes the student out of their regular routine day.
16. Patience
17. Watching students fumble through the test, trying but not really having a clue as to the correct answers.
18. It is hard to see many of the students' frustration when they can't read the passage and then are expected to answer the questions.
19. What if you had a computer program that tested kids to identify their independent proficient level, then their level with accommodations for reading and math? This would give you a far more complete picture of their progress. I have 1.0 readers who can score at a proficient level on a 3rd grade OAA independently. Then I continued testing them on the released tests to find their proficient level with accommodations. You could create a state data base using where our IEP kids log in and test in the fall and spring to determine what level they should target for the annual OAA. This could follow them using a state id from school to school...since they move frequently. It would also give the receiving school a history.-I would break Math into the strands even for this testing because some of our kids excel in specific strands. -In reading, as long as you expect a 2.0 reader to read an 8th grade story, they will not score at a proficient level. You are not getting an accurate picture of their progress. You get a reflection of their disability.
20. In grade three I only have one student on an IEP or 504 who needs extended time.... similar to the other accommodations of all of my ELL kids.
21. Remaining positive and encouraging when they want to know how they are doing.
22. Taking the time out of my schedule to administer the accommodations to 3 grade levels for every test
23. Seeing my students stress over this test.
24. It's difficult when dealing with extended time accommodations because I have to get to class to teach.
25. On the reading test, students who are reading a selection well beyond their ability skim through without trying. As a teacher, I want to prompt them to go back and try, but I can't.

Question 18. What are the three *most significant challenges* you face when administering statewide assessments to students with disabilities or ELLs with disabilities using accommodations?

Challenge 3

N=188 statements

Planning, Procedures and Decision-making(19)

1. I often give accommodations to students that I don't know. I know their disabilities and the accommodations needed, but I often don't know them on a personal level.
2. I will have students in upcoming grades with more detailed IEP's that will need additional accommodations, but have not had that issue yet with statewide assessments
3. Keeping current on changes in testing rules and keeping the staff trained.
4. Keeping student energy up enough to make it through the long hours of testing so they don't feel completely drained at the end of the day. Special needs students are aware that while they get extra time to take their exams, they often miss things like recess or special events being enjoyed by their peers who have completed the test in the standard time. They don't like the isolation of having to eat lunch in a special group or having to miss out on their recess and these things tug at them for days before the test, adding a new level of frustration.
5. Keeping the students from getting frustrated and down-on-themselves when the test is clearly too difficult for them.
6. Making sure that all students placed out of the district are assessed appropriately either via regular or alternate assessment methods.
7. Making sure the correct accommodations. are documented on the tests
8. my own class schedule makes it difficult because I have both grade levels in a period and our kids usually use most of their extended time accommodation.
9. Next year, we are going to have another problem that concerns me. We will be having an autistic student taking the OGT, and another who has difficulties associated with brain trauma due to a malfunction with a shunt. Both of these students don't do well under pressure, sometimes need a different explanation to make associations. Testing them will be a challenge and I don't think the tests will accurately show their abilities/skills due to the limits in the accommodations. Unless the allowed accommodations are modified, both of these students will suffer. I think with the increased emphasis on using tests as measures, we need to start concerning ourselves with getting an accurate picture of those students with extremely unique needs.
10. Organizing the students so that all accommodations are utilized throughout the testing.
11. Scheduling conflicts. The residential facility does not pay attention to the dates of the tests and will schedule doctor's appointments and home visits during the mornings designated for testing.
12. Scheduling coordination
13. Scheduling of student to take the test in relation with their peers who do not receive accommodations
14. taking care of makeup tests if students are absent
15. The number of students to test in a given test day.



16. The teacher administering the accommodation in the classroom is the person that the student with disability is familiar with. Then during testing, they may be with another teacher. Thus causes confusion for the students.
17. The test taking two weeks to take a test and being out of my classroom for that time period. It makes it hard to get in the swing of things. That changes the environment for all students and teacher.
18. Trying to figure out how to accommodate all 35 students to help them to be able to do the best they can while taking the test.
19. When students receive extended time, distractions can be present just from the normal operations of the remainder of the day.

Providing Adequate Staff And/or Space To Support Students(7)

1. Finding enough personnel for read aloud .
2. Finding enough personnel to administer one on one testing to students who need accommodations.
3. Providing enough trained test administrators.
4. providing test administrators
5. providing test administrators
6. Staffing
7. To provide for the one-on-one reading required in many IEPs, we have to hire so many subs to assist with teaching. Very expensive

Space(8)

1. Finding enough testing environments that are conducive to the testing accommodations.
2. finding places in our building to administer the tests to small groups
3. Having enough space and staff to administer tests with accommodations. Space is an issue for small groups. Staff applies to all accommodations that can't be handled within the regular classroom.
4. moving from a different room when the students need more time to test. It disrupts their thought process.
5. room availability for testing
6. Rooms to use
7. Space in the building
8. When all tests are administered on the same days (Grades 3, 4 and 5) we lack testing locations as well as personnel. If we could vary the test days....this would help greatly with the in house issues we face every year.

Implementation Of Appropriate Accommodations/Resources(34)

1. Accommodating and facilitating scribing situations for students with the designated accommodation.
2. accommodations in classroom unavailable to student on the OAA. I have heard other teachers express concern for the students at some grade levels being unable to use number grids on the math OAA when that is a daily tool in the classroom.
3. Be able to read the reading passage to students whose reading level is below age appropriate material
4. breaks distracted students who wanted to continue to work
5. Effective wait time³. I am not sure whether to wait for everyone to be done or have them come back to it when most are done



6. Explaining to the students why some accommodations in the classroom are allowed but not allowed on this test
7. Focus. When giving the test to several students at a time, that have read aloud accommodations, it is difficult to have those students that are faster remain focused and on task while waiting for slower students to finish each question.
8. helping students fill out personal information on the front page of the test booklet
9. Interruptions in the school, itself, when Special Needs kids are utilizing extended time. It is as if the rest of the building does not respect the fact that there IS a population STILL testing who are ENTITLED to quiet and no interruptions (like announcements....knocks at the door.....drills....and such).
10. If I remember right --There were some confusing issues for the students about answer boxes. It seemed that there were questions where the script didn't say in the box below
11. If reading the test to more than one student at a time, it is sometimes hard to keep a steady pace since it may take some students a longer time to answer some questions than others.
12. It is difficult administering a test to a student who is significantly below the grade level of the test.
13. keeping kids focused for the amount of time.
14. Keeping students motivated.
15. making sure students understood what their accommodations mean
16. Making sure that the students are taking their time and using their allowable accommodations!
17. Not get a book to read from
18. Not knowing if staff is actually strictly following the rules (such as that a student was actually given the accommodation all year long.)
19. Prompting the student too much to stay on task.
20. Reading in a monotone, so not to seem to give a word or words preferences is very difficult for the reader.
21. Reading is excessively long test for the students
22. Reading the Math test can be challenging.
23. Scribing -- Knowing what students want you to write or when they are just thinking out loud.
24. scribing- because you have to right down exactly what they say and often the student goes back and changes what they say making it very time consuming
25. Scribing for math can be difficult for the student if they are not allowed to make any marks on the answer document.
26. Some of the descriptions for allowable accommodations are open for interpretation.
27. Students wanting to engage me in conversation during the test when I am proctoring the test one on one.
28. The scribing requirements are very confusing.
29. The script is nice, but many times questions need to be repeated and a script makes that very difficult to do.
30. Time accommodating for each child takes a lot of time. Especially when working with 3 different grade levels. It takes me out of my first grade classroom for about a week and a half, and it is also around the time we do our IEPs.
31. Trusting that the staff asked to provide accommodations actually follow all of the protocols set forth even when thoroughly trained



32. trying to keep focus of a CD or lower student for 2 1/2 hours ...cruel enough for typical students
33. When giving students a test they may need questions and choices repeated, although other students in the small group only require one reading. This pacing for the administrator can become a challenge.
34. When scribing, keeping up with what they are saying and getting it all written down in their exact words.

Student Challenges(28)

1. Behavior
2. Challenge #3 happens before actually administering the test. The students do not understand the importance of the test and the kids on IEPs already take extra tests for IEP's and ETR's. The kids on IEP's complain that they are over tested. By the end of the school year the kids feel like they have already taken hundreds of tests and it is challenging to get them focused on the OAA. Many of them feel burdened from IEP testing, ETR testing, Short Cycle Assessment Testing, DORA/DOMA testing, Chapter Tests, Quizzes, and then the OAA. Once the kids are settled in the testing room they remain quiet and take their tests but I feel many of them see the OAA as a punishment or a big long test that is too hard to read and that they are being forced to take.
3. cooperation from students
4. Frustration - for some students, the grade level tests are inappropriate even with the accommodations
5. Frustration on student part. We are involved in RTI and yet student's who receive interventions daily in the classroom are not permitted to receive them for this test.
6. getting students to take the tests seriously if they know there is a possibility they may be exempt.
7. Getting them to focus after spending hours on the test and they just start to guess and give up.
8. Having students take their time on each test - carefully reading before selecting a choice.
9. It is always a challenge to accommodate a student who will not work. These students seem to reject the idea that we are all taking the test and the time frame we are doing it in.
10. It's difficult for the ELL students with disabilities to attend to tasks when they can't understand English.
11. Keeping students focused on the test.
12. mitigating the 'fear factor' implicit in the test security variables and in the inflexible time limits for the sake of efficiency demonstrated by administration. OAA & OGT have morphed from accountability concerns to instructional goals. They have changed the public perceptions of education. This year, I learned of a private pre-school who gives 4-5 year olds a pre-test for the kindergarten screening.
13. Most students that have disabilities have their tests modified in a way that helps them not feel overwhelmed and successful. They have multiple choice or no essay questions, highlighting or underlined information that helps them be able to solve or answer what is being asked of them.
14. Motivating the students to care about the test--see challenge one
15. My students have difficulty transferring information to the answer document. They may answer questions in their student booklet and transfer the information in the wrong place. Many of my students lose their place when recording their answers in the answer document.



16. Not being allowed to provide additional clarification to students regarding the questions.
17. parents
18. Some children become very upset taking the achievement tests because they know it is going to be above their level. Sometimes it is difficult for me to reassure these children as much as I try to. I may tell them to do their best and that is all we want from them but they know they cannot do the test and it is very upsetting for them.
19. Some students are used to getting more assistance on classroom tests/quizzes, i.e. clarification of a question, such as stating it differently, the meaning of a word in a passage or question. Students get frustrated when we tell them we can't answer those types of questions on the OGT.
20. Student being able to answer all questions on the test without just coloring in a circle
21. Students are not willing to try their best on the assessments, some students guess on questions and complete the assessment in a matter of 5 to 10 minutes.
22. Students become unable to focus on the test after a few hours. As a result the student's performance is diminished. Although I understand the need for security for the test, our students would be more successful if they were given the test over several days or if the test was abbreviated.
23. Students fatigue easily and are easily defeated by the tests regardless of allowable accommodations(25).
24. students inability to answer questions due to lack of understanding a certain topic on grade level
25. Students not wanting to take the extra time provided.
26. Students refuse to utilize the accommodations. At the high school level, many students will refuse to take advantage of the accommodations for various reasons.
27. Students who are so frustrated because they can't read the test that they give up and either refuse to finish the test or just put anything down.
28. The third challenge is getting the student to complete the test without the additional assistance of visual aids, clarification, or prompting they would receive in the classroom.

Assessment Requirements and Implementation Challenges(20)

1. Administering a reading test that is above many of the student's reading levels and at a level which they may never reach by high school to a student with disabilities when a reading test at their actual reading level would be more appropriate
2. Being held accountable for students who are being tested in other districts due to placement.
3. Extended responses can be too overwhelming for students that are not able to formulate written responses in a grammatically correct way.
4. For many children on IEP's the test is too long. And they get demoralized. When they are young, the length is a problem. When they get older, a history of lack of prior success adds to the demoralization. In such cases, it is hard for them to try their best--a challenge for ANYONE.
5. Having three tests for three days in a row. Students are exhausted by the last test.
6. Having two booklets can be a challenge for some students. While there is an accommodation that is available to assist with this it is sometimes a problem for students with disabilities to transfer their thoughts and answers from the question booklet to the answer document.



7. I liked having a separate manual with the scripts for those that need a reader. However, for some students it was more difficult for them to focus and follow along in their own book when I was reading from a different one.
8. It would be nice to see a modified test to see what it is like.
9. length of reading passages
10. Length of testing plays a big part on the testing student. Most students do not have a long attention span.
11. Make-up exams- Creating a schedule for make-up exams was challenging. Having staff available to provide accommodations for make-up exams once we returned to our regular schedules.
12. some of the questions were meant to confuse, poorly written questions, be fair they are elementary students
13. Some questions are worded to be at a high difficulty level for the state averages and a bell curve, not to measure of the student understands the concept
14. Students should be able to write in all test booklets. The use of the answer document is difficult for many students.
15. Students with disabilities tend to also have difficulties with completing extended response questions and / or essay questions. They either write incoherent sentences or nothing at all. I believe since their skill levels are so low, they give up before even trying.
16. The language on the math section is different that the terminology the students learned in class. Reading the math choices aloud causes confusion for the students.
17. The new book that came out this year that tells what to read is great, but it got very wordy at times - especially in math. When I administer a math assessment and a parenthesis is in the problem, I never say open parenthesis, five plus eight, close parenthesis. It confused many of the kids.
18. The vocabulary on the tests is often higher than SWD can understand, so they frequently ask what's that word mean? . It is a challenge when I have to say I can't tell you. Answer the best you can.
19. To obtain the same booklets when giving to 1 or more students that requires the test being read.
20. Why do some of the names used in the selections have to be so large and difficult to pronounce. The identified student has difficulty with common names at times, words, etc. When I read aloud a question/answer choice that had a name I had to think about how to pronounce, then it had to be especially difficult for them. I think this is a unfair and a disadvantage to them.

Time(3)

1. The extra-time is necessary for these tests, but a significant amount of class time is lost to testing for ELL students.
2. the time limits on the test prohibit some students from completing it.
3. The timing of the test being around when IEP meetings are scheduled

Personal Perspectives(16)

1. Adequate Yearly Progress for children with learning difficulties should not be a criteria. Medication issues and incidents at home have such an impact on how well a student performs on a daily basis.



2. Allow more Alternate Assessments...especially in a district like mine with such a large IEP population. AA's are huge projects for our teachers, but we have SO MANY kids with such low skills. We would rather show you what they CAN do than what they cannot do. What if there was a 'middle ground' testing option for the kids who you feel should not be in alternate, but are significantly below grade level in reading and math? I WOULD LOVE TO WORK ON REVAMPING THE SPECIAL EDUCATION STATE ASSESSMENTS.
3. Allowing a one-time assessment to reflect the knowledge of a student with a disability.
4. Allowing students to turn in their materials when I know they have not worked on them to the best of their ability.
5. Being a first year teacher, I was not sure what to expect at testing. Now with experience, I feel much more comfortable administering these tests!
6. Encouraging the student to follow along and understand the directions read to him.
7. Helping other teachers understand that the accommodations for Ells are not creating an unfair advantage for the student is a challenge we have been addressing for several years.
8. It is very difficult to see a student who is working below grade level struggle to take a grade level test.
9. it's all paper and pencil, no other type of evaluation
10. Religious beliefs concerning testing.
11. Since these students have extended time as one of their accommodations, it is sometimes difficult for the rest of the school to realize that just because some rooms are finished with testing, not all are finished, and therefore it still needs to be quiet.
12. Stress - both that of the students and staff. If we could break the sections out into prompts given over a few week period, maybe one reading selection or band of standards per 2-3 days, the students wouldn't suffer test anxiety and we might get a better idea of what the students actually know.
13. Students in 5th grade who have an identified calculation disability, could they use an approved multiplication chart---not a calculator?
14. The modified assessments that were piloted in the last year would be better suited for SWD--especially those with cognitive disabilities who do not qualify for alternate assessment.
15. Watching a child write outside of the provided area.
16. Watching the pressure get to my students.

Professional Development(6)

1. Knowing how to pronounce difficult or unfamiliar words from other subject areas other than what I teach.
2. Making certain that all staff receive the proper training to administer the test.
3. The accommodation of a Reader. We provide test administrator training prior to each test period but it never fails that there's always a question about what can be read on the OGTs or OAAs. There's always confusion for the Math test in particular. The Read Aloud Scripts were wonderful though!
4. Training of proctors.
5. Training the other teacher who are not special education teachers to correctly administer the accommodations
6. providing trained test administrators

None(40)

1. I cannot recall any other significant challenges.



2. I can't think of another challenge for me at this time.
3. I can't think of another challenge, but the word accommodations is misspelled right before the question mark in number 18 above.
4. I did not experience any challenges.
5. I do not have a 3rd challenge.
6. I don't know
7. I don't really have a third.
8. N/A(11)
9. No other challenge
10. no other challenge I can think of.
11. no other challenges
12. No other challenges that I can think of.
13. None(15)
14. not being able to answer their questions
15. Nothing else
16. Nothing that comes to mind.



Appendix E
SECTION V: EVALUATING THE EFFECTIVENESS AND
APPROPRIATENESS OF ACCOMMODATIONS

Question 22. At the district and/or building level, when do you evaluate the effectiveness of testing accommodations for your students? Please explain your response.

IEP Review Or Other Special Education Meeting
1. We look at accommodations when in the process of the annual IEP review. For a student who is new to us, we may notice on the IEP that the testing accommodations aren't appropriate and we would need to go through the steps to amend the IEP.
2. Teachers can initiate meetings to discuss the appropriateness of an accommodation at any time as well as parents. All accommodations are evaluated during regularly scheduled special education meetings.
3. responsibility of the 504 coordinator and the special education department (5)
4. Prior to the IEP meetings (about 2 months) we (resource intervention specialists) sit down and discuss the accommodation and what is appropriate for whom.
5. For SWDs & ELLs review are done at annual reviews/re-evaluation ETRs.
6. During the IEP meeting.
7. During IEP meetings.
8. At IEP, yearly w/team.
9. At IEP conferences with the parents, classroom teacher, intervention specialist, administrator, other service providers.
10. As students needs present themselves accommodations are added and amended to the IEP.
Periodic Meeting or Testing Process
1. We examine and reevaluate the use of accommodations while students are preparing for these assessments.
2. This comes up at least twice: During meeting about the student and during building debriefings after the test.
3. on practice test.
4. After results are received.
Ongoing Throughout The Year
1. Testing accommodations are discussed throughout the year and specifically when developing the student's IEP.
2. Testing accommodations are discussed throughout the school year. As testing time approaches, even more emphasis is placed on testing accommodations and properly administering them, making sure the students are using them on a daily basis, etc.. After we administer the tests, we write down the accommodations the students used and any notes that we have. These are then discussed during a meeting to follow up on testing.
Other Comments
1. Responsibility of special education and 504 coordinator to determine.
2. responsibility of 504 coordinator and special education teachers.



3. I work with freshman. I see it as being my job to analyze/alter how students tests at their best. High school is different from middle school, the students change a great deal their freshman year.
4. I have co-workers who evaluate the effectiveness of the accommodations but I don't know when that is.
5. Don't know if we do this or not.
6. As a counselor we give the special ed. and ELL department the information about the students during testing. We are not involved in the discussions about the appropriate use of accommodations during testing.
7. Although I am unaware of the evaluation process but our Curriculum coaches may do this at the beginning of the year.
8. At the district and/or building level, when do you evaluate the effectiveness of testing accommodations for your students? Please explain your response. (Other, please specify:) (Other)

Unknown
1. Not Involved
2. I'm not a part of this evaluation.
3. I do not evaluate the effectiveness of testing accommodations.
4. I am not involved with evaluation so I don't know when it happens.

**Question 23: At the district and/or building level, describe how you evaluate the effectiveness of testing accommodations used on state assessments?**

IEP or IEP Team Process(39)	
1.	We look at each student's needs at their annual IEP meeting. We keep close eye on these students throughout the year (in class and on the district assessments) and make necessary amendments, if needed.
2.	We double check their accommodations prior to the state testing. We evaluate the effectiveness of their accommodations after the state testing.
3.	We evaluate this with the IEP team as it pertains to the student and the student's IEP and the child's needs, goals and implementation.
4.	We evaluate the effectiveness based on how the students use and respond to accommodations during other tests that are administered throughout the year. Decisions are made with the IEP team.
5.	We evaluate by finding out if they used accommodations, if they needed accommodations which were not used--by talking to the teacher who administered the test. We then use that info. For amendments to IEPs or when we renew the entire IEP, we will change the IEP, according to what's needed/used, and if the ETR reflects also the need for the accommodation.
6.	The testing accommodations provided for students on state assessments are the same accommodations they receive in the classroom. If it is not an effective classroom accommodation it is discussed at the student's IEP meeting and the accommodations, both classroom and statewide, are revised.
7.	When we meet as a team at the IEP conference we discuss the accommodations that are being used in the classroom and their effectiveness and necessity. If they are working or are not necessary---those decisions are made at that time. Whatever is being done in the classroom then transfers to the testing page within the parameters of the allowable accommodations for OAA.
8.	We use statewide testing data with the evaluation tools used to assess the effectiveness of our district testing accommodations that are all listed on the student's IEP.
9.	We discuss this as we prepare the new IEP
10.	We discuss the effectiveness at our end of testing meeting and when we begin the IEP process in the fall.
11.	We accomplish this during IEP meetings.
12.	During IEP meetings throughout the year teachers, principal, parents, and other members of the student's team discuss testing accommodations.
13.	During these meetings the team will look at test results, and accommodations to determine the student's needs.
14.	Discussions take place at IEP meetings.
15.	During IEP meetings and conferences with teachers, parents and special education directors we review the students disability and proposed accommodations for their appropriateness and effectiveness
16.	We discuss all available accommodations for our students during training sessions. We discuss all available accommodations and determine if they are appropriate for our students during the IEP process. We have special education team meetings before testing to go over available accommodations and we are asked to review all accommodations our students have and to evaluate if they are appropriate to that student. We are encouraged to discuss any thoughts about changing



accommodations with our Special Education team leads. If changes in accommodations are needed, we are encouraged to hold IEP amendment meetings to make the sure the accommodations are available to our students.
17. Students on IEPs, 504s, or identified as ELL are evaluated on an ongoing basis throughout the school year. Testing accommodations are part of each evaluation for each student and are based on the identified disability. Effectiveness is measured by student performance in the classroom and on local and state testing.
18. Discussions at IEP meetings and monthly administrative meetings.
19. Discussion in IEP meetings.
20. Discuss with colleagues, emails, IEP meetings, department meetings
21. Discuss it with all teachers/adults involved. When appropriate discuss it with the student.
22. This is discussed and evaluated during Professional Learning Community meetings and at IEP meetings.
23. These are discussed at the student's annual IEP meeting, and with the classroom teacher throughout the school year
24. They are evaluated during the student's IEP meeting. They are usually evaluated by the SPED teacher with input from the student.
25. At the beginning of the year we evaluate the student's IEP for testing accommodations and follow those whenever we give assessments and tests. When we administer tests we follow the same protocol as we do when administering the OAA. If accommodations need changed or added we do so early on in the school year after we can evaluate the student's needs.
26. At the annual review meetings with student and parents we review the accommodations and their effectiveness. We also discuss this information throughout the school year and make changes to the IEP as needed.
27. Accommodations are reviewed each year when the IEP is reviewed. Ongoing progress checks allow for changes throughout the year as necessary.
28. Accommodations stated on the IEP are evaluated consistently depending on the type of assessment or assignment. The accommodations are re-evaluated if student success is not met. In reference to the Statewide Assessments when scores are made available, IEP committee will discuss areas of improvement if at least a 5 point improvement is not met.
29. Evaluate each student's needs with parents, administrators and teachers at IEP teachers meet at the beginning and throughout the year to discuss testing, accommodations and evaluation.
30. Each year at IEP meetings, a student (and his/her family) meets with his/her special education Teacher and discuss the testing accommodations based on the student's current needs and restrictions.
31. During our ongoing conferencing with the student and parents we discuss how accommodations are used and how they might be adapted to better suit the student's needs.
32. As the student's IEP effectiveness is evaluated and goals are developed, additional resources are provided to determine whether or not the student is receiving appropriate testing accommodations
33. As part of their annual IEP review (or more often if deemed concerns arise at any point throughout the school year.)
34. Intervention specialists, teachers and coaches actively monitor progress and review IEPs, 504s etc.
35. ETR/IEP/Team Meetings
36. Is it in their IEP for day-to-day accommodations? Does the student use this? Does he/she still NEED this? Are we being consistent from one teacher/class to the next? The terminology we use (from the ODE Fact sheet & accompanying table) must be defined and understood.



37. Make sure every student has what there IEP says they need.
38. Mostly during the IEP meetings to determine the needs of the student. Also, during the team meeting times throughout the year, student need is discussed to determine the best practice/process to create a successful learning pattern.
39. The IEP team discusses the pros and cons of the accommodations and then determines which ones will be followed.

District/Building Team Process(36)
1. The intervention specialists who work with those students are responsible for evaluating the effectiveness of their accommodations.
2. The Intervention Specialist evaluates the need for and the effectiveness of the accommodations
3. We conduct analysis of the results, disabilities and accommodations. We review performance on this, as well as classroom assessments to determine if the student appears to benefit. We do assessments with and without the accommodation for baseline measurements.(26)
4. We do debrief at a district level with the Building Test Coordinators and myself. And, at each of the students' team meetings, the accommodations are evaluated.
5. The District Leadership Team for Special education evaluates the effectiveness of testing accommodations.
6. We have discussion among those giving the test.
7. We have a teacher that organizes the accommodations and lets us know what accommodations are needed and who we will have. We discuss with him how things went and what can be improved for future assessments.
8. We have a debriefing session after the administration.
9. We evaluate the accommodations made in the classroom for assignments and classroom assessments throughout the year.
10. We discussed before testing, and then made notes during and after testing. We also discussed effectiveness after testing.
11. We discuss whether or not the accommodations allow the child to demonstrate their understanding appropriately.
12. We discuss this with all individuals who are involved in the test administration.
13. We discuss them in the months prior to state assessments, after individual students have tested, and after the test results come in. Sometimes it is readily apparent that a certain SWD needs different accommodations than those being used.
14. We discuss the students and how they are utilizing the accommodations they receive during the year and we discuss how they used the accommodations after the test. For example, did John have his OAA read aloud or did he use the extended time?
15. We discuss the day to day accommodations primarily and then look at how they did on the state assessment
16. We discuss it at our ESL Team meetings and with classroom teachers and parents at P-T conferences.
17. We discuss issues or concerns that occur throughout the year and then after the assessment scores are returned, we discuss how the students scored.
18. Through individual student achievement both in the classroom and on testing
19. Through conversation district wide and by evaluating test scores. It also depends on how much the student uses or needs that accommodation during the regular school day. This is also discussed between classroom teacher and ELL instructor.



20. This is my first year (first set of tests) after the results come back, we will look over the students with disabilities to evaluate progress from last year and determine if accommodations were helpful.
21. Testing accommodations used on state assessments are used on a regular basis during classroom instructional processes. Most review / determinations of effectiveness and appropriateness are made during these sessions. Effectiveness should already be determined prior to experiencing the state test.
22. Testing accommodations effectiveness is usually evaluated at the beginning of the school year by reviewing OAA results from the spring.
23. Students are often tested using pre-tests and practice exercises to determine if the accommodations are effective for that student.
24. student success as it correlated to classroom setting when similar accommodations are applies
25. I evaluate the effectiveness by observing if it allows the student ample understanding and clarification.
26. By using testing accommodations on classroom material helps the district determine which tools are effective for the student.
27. Having students use them during a testing situation and using them during classroom assignments.
28. Evaluate assessment results from classroom and state test.
29. During general testing in the classroom, practice OAA test week, compare test with accommodations to same with out
30. During testing, working individually with each student and in small groups and seeing students complete the assessments
31. As we become aware of student changes or challenges, we discuss necessary accommodations. Accommodations are also evaluated after testing. We have a comment sheet which is completed by the testing proctor and asks questions and provides opportunities to comment. The teachers then discuss how the student functioned during testing.
32. Passage rates and comments of testing proctors
33. Require use of the accommodations during the year, and then using data to examine their effectiveness.
34. As a team, we sit down and talk about what different accommodations work and would help the child better show what they can do.
35. As a district, we look at the growth of the student (e.g., quarterly assessments, IEP goals achieved, and classroom accommodations) throughout the school year to evaluate the effectiveness of testing accommodations. We also take into consideration the student's perspective on what accommodations have been successful on state assessments.
36. As grade level teams, we discuss the accommodations for individual students and assess if they are appropriate

Process Using Tests or Data(22)
1. The small number of students that receive accommodations allow us to evaluate each student's results individually. We compare 3rd grade fall reading assessment results without accommodations to 3rd grade spring with accommodations.
2. We give testing accommodations on district short-cycle tests that are given every few weeks, so we can see how effective the accommodations are for the students.
3. We give 2 practice tests throughout the year to evaluate not only what the students know, but also work out any kinks in testing situations.
4. We examine whether the accommodation is necessary on other classroom and school assessments



	to determine whether to keep or modify the accommodation in the IEP. For the state assessments, we ultimately see if the student passes or not and if their final performance is consistent with classroom performance or not. If a student does well in the classroom but does not pass the OAA there is a problem with the test or the accommodation.
5.	We use Performance Tracker data.
6.	We look at data to see if the student is showing what they know and being successful with the accommodations.
7.	We meet as a special education dept. And discuss what is working.
8.	We look at the student's progress in the classroom and how accommodations can improve progress. We look at the OAA scores from previous year and evaluate what accommodation could help them reach a new level of improvement. We also discuss the accommodations received and how the students took advantage of them during testing.
9.	We look at student needs and how they are performing in the classroom and if there is something that we can do for them to get them over any hurdles they are experiencing so they can be successful.
10.	We value the effectiveness differently for different students. Some students - by the level of anxiety being low, monitored through direct observation and parent feedback. At the other end, some students we measure through student feedback and scores at the end of June.
11.	We use the student progress, student success, and how the accommodation is supporting the students throughout the year in the classroom to determine if it is an effective or appropriate accommodation for the particular student.
12.	Use standards based assessment and Kamico results to compare to the regular education students.
13.	Review overall results, make recommendations to curriculum teams, encourage IEP teams to be more individualized when assigning/changing accommodations
14.	Reviewing scores and discussing students
15.	Review testing scores and the notes student accommodations.
16.	Test scores (3)
17.	Seeing how well they do on their short cycles
18.	Analyze test data on short cycle assessments
19.	Results of test based on student grades

Ongoing Process Throughout The Year(11)	
1.	Throughout the year as we are doing formative and summative assessments along with Standards Based Assessments, intervention specialist give accommodations to students on assessments to see how they perform in small group, one on one, scribe and use of calculator.
2.	Throughout the year we discuss how the student uses their accommodations and if they are effective or not.
3.	Throughout the school year they are assessed with the accommodations used in the classroom testing. Then they are looked at when state tested. Their effectiveness is then based on the results obtained by the students, passed or not.
4.	Throughout the school year as I get to know the student and their needs, talking with them, the parents, and the teachers who work with the student; it is decided what accommodations best would support the student in being successful.
5.	These accommodations are used in the classroom on a regular basis. Discussions are held at grade level team meetings on an on-going basis as well as during IAT and special education meetings.



Amendments are made to IEP/504 documents when necessary.
6. Special Education Committee meetings are every other Friday. Discussions for upcoming IEP and MFE meetings are discussed along with appropriate accommodations for each particle child.
7. During the school year I continue to communicate with teachers about the effectiveness of accommodations during committee meetings. After the test is administered I survey students and staff and ask for suggestions to improve effectiveness. The effectiveness will be reviewed after testing results are reported to the school.
8. We use the testing accommodations throughout the year for students with disabilities that are used on state assessments. Assessment informs instruction so we are continually evaluating its effectiveness.
9. Since the accommodations are regularly utilized in the classroom, they are evaluated each and every time they are utilized to see if the students uses them, benefits from them or if there are other accommodations that are necessary to optimize student success.
10. Currently, it occurs throughout the year via trial and error and teachers discuss with teachers informally. At annual review meetings, effective accommodations are recommended on the IEP. In the past, for SWD – SLI only, I had created an individual accommodations (instructional, sensory, testing, etc) checklist. Teachers tracked application and usefulness on a monthly basis. This information was used to document needed changes for the IEP.
11. Discussions occur throughout the school year between the regular education teachers and the special education teacher about testing accommodations.

Various Comments - No Clear Method Described(48)
1. The most important thing is "Are the accommodations necessary based on the IEP?" If they are , then the key is do they assist the student in an appropriated way
2. What is there to evaluate? We follow the IEP and use the allowable ELL accommodations
3. We really have no way of formally evaluating the effectiveness of the testing accommodations.
4. We meet with the principal during a staff meeting.
5. We look at scores obtained from the OAA
6. We don't
7. We do not do this formally; but we do discuss the effectiveness of testing within our intervention program.
8. There is no way to evaluate the effectiveness when the entire test is inappropriate for the student.
9. There is no district level discussion. All meeting are at building level with teachers, administrators, and special education director.
10. I don't know.
11. I don't know that we do, but I am just an Intervention Specialist.
12. I don't have an answer
13. I don't evaluate the overall effectiveness of accommodations on our state assessments as I only give the recommended accommodations to one student during our test.
14. I don't know.
15. Did the students succeed on the test? Difficult to know effectiveness of accommodations until we see the test results.
16. Did the student need/use the accommodations based on their actions, i.e. did they use the audio accommodation?
17. Data from testing, training.



18. Comfort or stress level of students.
19. As a team with the dept. chair heading it up
20. As I utilize the accommodations in the classroom, I will jot down notes about whether they will accept the accommodations, if it helps, or if it is unnecessary.
21. As an intervention specialist, I use whatever accommodations it takes to enable a student to access the general education curriculum at their ability level and to understand the concepts. These would vary per assignment.
22. Although I do not do a formal evaluation, I believe that in giving the test to students with disabilities, the process works. I don't believe that these students would have been as successful on the test without these accommodations.
23. I'm not sure there is a significant difference in how we evaluate accommodations from the district/building level, to what I use to determine accommodations effectiveness. If there are district evaluations, specifically on accommodations, I don't remember that information being shared with those of us in the classroom.
24. When the students' scores showed that they had made progress.
25. When testing, if student is able to complete test using accommodations outlined in IEP.
26. We use our standard based assessment data to determine the need for accommodations.
27. We sit down and discuss what we did that year and if there was anything different that we could do the next year.
28. We look at student performance in the classroom and their testing scores from their evaluation team report. We also take into account for medical diagnoses and make a decision based on an ETR team.
29. I'm not personally involved in this, and I'm not sure how we do it, except when we do annual IEP review on individual students.
30. If the accommodation is effectively helping the student with their specific needs.
31. if kids are successful
32. During the year we practice using their accommodations such as reading test questions and providing a scribe during test.
33. Daily monitoring of whether or not accommodations used make a difference on student outcomes in classroom work, district assessments, and then also on OAA assessments.
34. Are these accommodations the students requires day to day to demonstrate understanding? We consider this for each student throughout the year and at IEP review meetings and 504 Plan meetings.
35. Improving scores and team meetings discussing the effectiveness of the student's accommodations.
36. Informal and formal discussions of what worked and what did not. Over years of testing, many discussions have been held as to effective small group size, grouping (age/grade/sex/disability)
37. My students are using their allowable testing accommodations daily as they work on their school work. Their accommodations are evaluated daily as the students uses them.
38. Observe whether the accommodation made a difference in the student's performance.
39. Our students use their accommodations all year, so evaluation is ongoing as students prepare for the tests.
40. Supervisors, teachers and parents make those decisions
41. Feedback after IEP meetings when planning for the following year.
42. By looking at their test scores
43. Building Level: Principals make sure that staff is trained for effectively administering accommodations on assessments.
44. Brainstorming with other special education staff observation
45. Based on teacher input during IEP process



46. Based on needs presented in ETR and how the student is receiving accommodations through their IEPs, performance and utilization of accommodations on assessments becomes part of the conversation for the annual IEP review.
47. I have several teachers I work closely with to analyze testing. We are an inclusive school; some of the teachers are more receptive to trying different strategies for testing than others. I try several different strategies throughout the year to identify what will work best for each student. I would like to have more time to work with all of the freshman on their test taking skills, and the group of teachers I am working with are trying to get to as many as we can. For those students with IEP's, they are my first priority.
48. Progress in testing situations is reviewed on an ongoing basis in the regular classroom.

**Question 24. What criteria do you and/or your district use to determine if an accommodation is effective for a student?**

IEP Requirements and/or Individual daily use(31)	
1.	Working one on one with students to determine their academic ability and the accommodations they need to complete every day curriculum.
2.	Working individually with each student and what accommodations they benefit from during the year.
3.	We use their MFE report, IEP information, and the child's daily needs in the classroom which makes the student successful.
4.	We use the IEP.
5.	We use the consensus that was established on the IEP.
6.	We look to see that the student is using the accommodation on a regular basis- if not we remove the accommodation from the IEP. We also provide opportunity for students to use different accommodations in the classroom and measure their effectiveness.
7.	We look for upward growth --- value added so to speak.
8.	We look at the usage of the accommodation in the regular classroom and compare the results to that of the assessment results. We also look at the frustration level of each student during the assessment periods. Once scores are back in we also compare those to the afore mentioned item.
9.	We look at the IEP or 504 plan and also how that student is doing in the classroom academically and what accommodations are being used in the classroom.
10.	We look at each individual students and their I.E.P.'s
11.	We go directly by what is in the child's IEP, 504, etc.
12.	we follow the IEP approved by the student's home school
13.	We consider the students needs and the information received from the ETR.
14.	The IEP Team evaluates the effectiveness of the accommodation based on the progress the student is making in relation to the needs presented.
15.	The IEP progress monitoring - a Teacher is monitoring whether or not an accommodation is effective for a student on a monthly basis.
16.	The IEP meeting is where these accommodations are put into place.
17.	the IEP team looks at this issue by looking at the day to day accommodations needed for the student to access and succeed in the general curriculum
18.	The accommodations are re-evaluated if student success is not met. In reference to the Statewide Assessments when scores are made available, IEP committee will discuss areas of improvement if at least a 5 point improvement is not met.
19.	Test scores, time on task, use of accommodation.
20.	Test scores, teacher evaluations and evolutions of the methods used through our test prep program.
21.	test scores and test grades. Along with teacher, student and parent input (3)
22.	Results of present levels of performance for the annual IEP, most recent ETR scores, performance on classroom tests, performance on OGT, student input
23.	progress made on IEP objectives
24.	Results of present levels of performance for the annual IEP, most recent ETR scores, performance on classroom tests, performance on OGT, student input
25.	IEPs... talking with other teachers
26.	IEP team determines accommodations



27. IEP MEETING
28. ETR/IEP/Team Meetings
29. During the ETR and IEP conferences the accommodations are discussed with the participants in the meeting. Results from Short-Cycle Assessments, weekly tests/work, Benchmark tests, student performance, etc are used.
30. Discussing at ETR and IEP meetings with Team
31. At the IEP meeting the student's willingness to accept the accommodation is discussed. We also evaluate whether the accommodation is helping the student if effective for the student.
Test Score(17)
1. Whether they tested proficient or not. In some cases if scores improved.
2. We use the OAA test scores to determine if the accommodations are effective.
3. We use running records, Documentation of hand writing abilities for students needed time. Performance assessments for students needing extended time.
4. We use our standard based assessment data to determine the need for accommodations in comparison to typical students.
5. We use Kamico/standards based assessment data to see how well the accommodations worked with scores compared to other kids within the building of same age peers.
6. We look at their scores from randomly scheduled tests scores, are they improving with them or not. We also ask the students how it helps or does not help them.
7. Throughout the year our students are provided their accommodations in the classroom and during testing situations. We are able to look at test scores and data to determine if their accommodations are effective.
8. The test scores
9. The results of the OAA test as well as through the reporting periods throughout the school term. In addition, throughout the year, monitoring the written process and other avenues to demonstrate comprehension of the content presented.
10. The number one criteria is test performance. If students were not successful on the test, we reassess how accommodations were used and, if necessary, make changes to the student's Program Services Plan or work with students on using their accommodations better during the next school year.
11. Successful scores on Standard Based Assessments
12. test results accommodations that make the child successful within the regular/special education class daily
13. Improved assessment scores. Scores which reflect, once the accommodation has been applied, the learning level of the student.
14. If their achievement level increases with the use of the accommodation compared to not using the accommodation.
15. Data from Performance Tracker
16. data collection
17. data analysis of test scores
Formal/informal discussions(30)
1. We talk among ourselves. We also get input from the regular education teacher, the parent and the student.
2. We talk about how the student felt about his or her testing experience; after we have talked with the student. We also consider the testing scores.
3. We look at data from assessments given in class as well as how the student is performing and



whether the accommodations are effective based on the student's needs.
4. We do not have a district criteria as such. We look at student progress through the use of data gathered throughout the year and during testing to determine if what we are doing is working
5. We discuss the student's use of the accommodations and if they are relevant to his/her needs.
6. We discuss the effectiveness of the tests in measuring the students' progress and whether the accommodations were helpful and necessary.
7. We consult with the teacher, tutor, and guidance counselor to be thorough.
8. We do not really do any evaluating. Some discussion is held when we write their IEP, but nothing formal or structured involving all the kids.
9. We assess whether the individual student is making progress and being able to show what he or she can do.
10. We ask ourselves, does this accommodation allow the child to demonstrate their understanding of the content being assessed, without giving them an unfair advantage? If yes, it is appropriate.
11. We allow the student to do his/her work without support prior to giving support to compare the performance.
12. team judgment
13. Team input, tests scores from previous years
14. Teacher based teams and the IEP team make that decision
15. supervisors, teachers, and parents determine if those accommodations are effective(3)
16. Students' results throughout the year and on statewide testing and also teacher observation. It is still up to the individual student to use the accommodations provided!
17. Student success in class and/or on assessments.
18. Student performance in school and on district assessments.
19. Student performance during classroom activities and assessments. Students are asked to reflect upon their use of accommodations as are teachers, case managers, and parents.
20. Some of the criteria we use are how long it takes a student to take a test, their reading levels, their activity level, and how they perform in a small group vs. a large group. Decisions are made at the IEP meeting.
21. I watch my students throughout the school year and base their IEP accommodations on what I see during that time. Some students may start off the year needing a scribe, but improve enough that this accommodation may no longer be needed. When that happens, I make the appropriate change to their IEPs. Some students need extra time, while others do not. If I suspect an accommodation may not be needed any longer, I will give a few classroom tests without this accommodation and look at the scores, as well as talk to the student to see if they are comfortable without the extra help. Depending on the results, an accommodation may be removed.
22. I use observations, teacher meetings, IAT's , IEP progress monitoring and collaboration with other student providers to determine effectiveness.
23. I see how well it is used by the student and if the student even needs the listed accommodations.
24. I determine if accommodations are appropriate for students throughout the year. If a student is being successful without an accommodation such as extended time, I take that into consideration.
25. If the students are using the accommodations, they should show growth on the tests they are given throughout the year.
26. How often is the student using it in the classroom and how effective is it in impacting the student's achievement.
27. Did it allow the student to effectively show what they know on the assessment



- | |
|---|
| 28. by student feedback after testing administered (their ease/comfort level and perceived success). |
| 29. by comparing taking a test with accommodations compared to peers then with accommodations of same test |
| 30. At the beginning of the year, I work with 3 teachers very closely, we let the students attempt to take the tests on their own. If they really bomb, we make adjustments, either in the grade, or by allowing them to retake the test with accommodations I feel they need, based on observation of the student while testing and discussions with the students about their comfort level. We are constantly trying to adjust our testing to make sure that we are getting a true measure of the student's knowledge and not enabling the student. It's a fine line, and a constant evaluation of our strategies. The other teachers I work with, will in general then follow my lead with regard to testing. Once I have established what needs each student has with regards to testing, I make adjustments to the IEP, reflecting what accommodations will be needed for testing. |