

2017 SPIN Conference: Accommodations and Modifications

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The Purpose of Accommodations/Modifications

- To enable a students with a disability to be a successful learner and to participate actively with other students in the general education classroom and in school wide activities.

Chapter 60

8-60-44 (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the **program modifications or supports for school personnel that will be provided to enable the student:**

- A. To advance appropriately toward attaining the annual goals;

8-60-44 (cont)

- B. To be involved in and make progress in the general education curriculum in accordance with paragraph (1), and to participate in extracurricular and other nonacademic activities; and
- C. To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section

How are accommodations and modifications selected?

- Accommodations and modifications are considered by the **IEP TEAM** when the student's INDIVIDUALIZED EDUCATION PROGRAM is being developed.
- Selection of specific accommodations and modifications is based on the unique needs of the student

What is an Accommodation?

- Accommodation = allows a student to complete the same assignment or test as other students, but with a change in:
 - Timing
 - Formatting
 - Setting
 - Scheduling
 - Response and or presentation

Common Examples of Accommodations

- Timing - Extra time to hand in homework
- Formatting – Larger Print or type of print
- Setting – Working alone or with no more than 2 in a group
- Scheduling - Breaks, scheduling classes/activities
- Response and/or presentation – Allowed to say the answers instead of writing them

What is a Modification?

- Modifications = an adjustment to the assignment or test that changes the standard of what is supposed to be measured and what the student is expected to learn

Examples of Modifications

- Alternative books with similar concepts but at easier reading level
- Reduce number of problems or questions on a test
- Picture communication symbol choices on a test
- Student can create an outline instead of an essay
- Spelling support from a spell-check program

ACTIVITY

Testing Accessibility & Accommodations



Accessibility and Accommodations

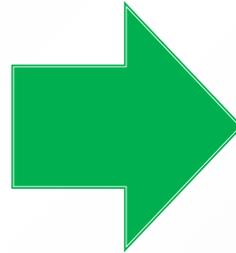
Testing accommodations are any changes made to testing conditions that allow students with physical or learning disabilities the ability to demonstrate their knowledge and skills in a testing situation.

The **general goal of providing tools, supports and accommodations** is to create a level playing field for students whose disabilities or language abilities may adversely affect their ability to show on a test what they have learned.

Testing accommodations can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but would not be appropriate during a spelling test.

Accessibility and Accommodations

Positive
and
productive
assessment
experience



Results
that are
fair and
accurate

Validity

Validity depends on students having appropriate:

- universal tools
- designated supports
- accommodations (when needed)

Where can accessibility and accommodations resources be found?

alohahsap.org



**Smarter
Balanced**
Hawai'i Smarter Balanced
Assessment System



HSA-ALT
Hawai'i State
Alternate Assessment



HSA Science
Hawai'i State Science
Assessments



EOC Exams
Hawai'i State
End of Course Exams



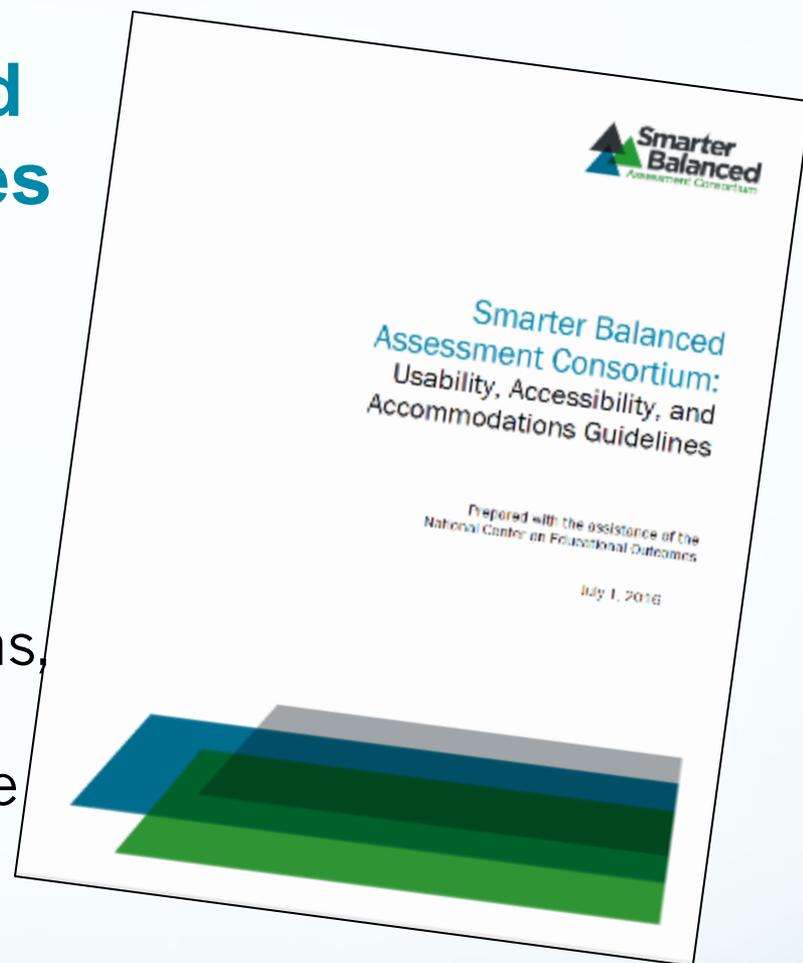
Other
ACT/ASPIRE, KĀ'EO, NAEP,
Online WIDA ACCESS

Welcome to the Hawai'i Statewide
Assessment Program Portal

This is the official site for the Hawai'i Smarter Balanced Assessments, the Hawai'i State Alternate Assessments, Hawai'i State Science Assessments, and the Hawai'i State End-of-Course Exams.

Usability, Accessibility, and Accommodations Guidelines

The Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines* (UAAG) are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) teams, as they prepare for and implement the Smarter Balanced assessments.



NOTE: If a tool/support/accommodation is not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments.

Accessibility Framework

Universal Tools

Embedded

Dr., Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translation (Glossary)

Accommodations

Embedded

Alternate Language, Braille, Closed Captioning, Streamline, Text-to-speech

Non-embedded

100% Alternate Test, Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

Turn to Your Neighbor and Talk

1. What is the general goal of providing testing tools, supports, and accommodations?
2. What is the difference between a classroom accommodation and a testing accommodation? Give an example of each.
3. Where can resources about accessibility and accommodations on statewide assessments be found?
4. What is the difference between an embedded and non-embedded accommodation? Give an example of each.

1. What is the general goal of providing testing tools, supports, and accommodations?

To provide equitable access so that all students can demonstrate what they have learned.

2. What is the difference between a classroom accommodation and a testing accommodation?

Classroom may be appropriate as a support during learning but same support would invalidate a student's score if used on a statewide assessment, e.g., spell checker.

3. What is the difference between an embedded and non-embedded accommodation? Give an example of each.

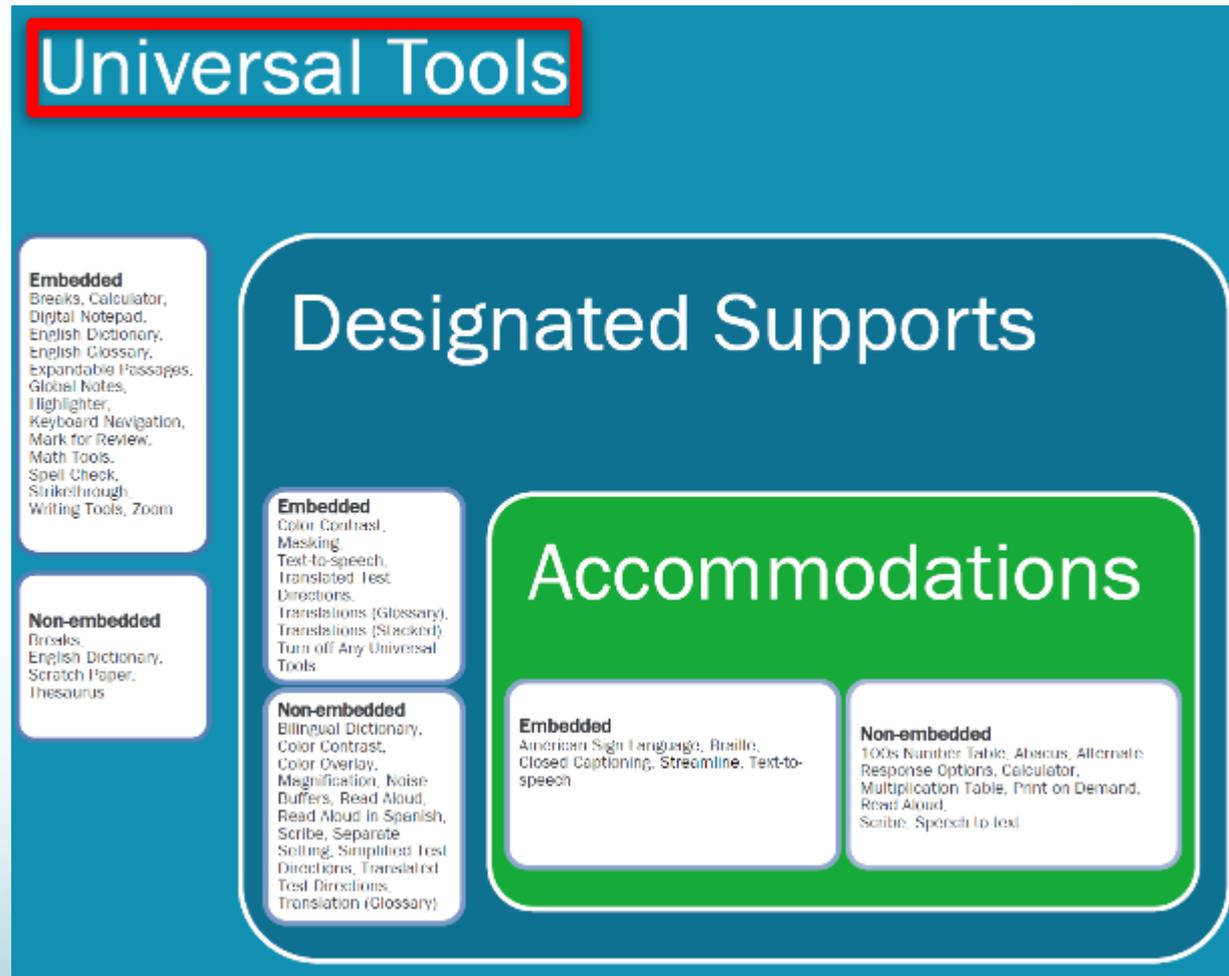
Embedded is part of the computer delivery system; non-embedded is external from the computer system.

4. Where can resources about accessibility and accommodations on statewide assessments be found?

alohahsap.org

Universal Tools

- **Universal Tools** are access features that are available to all students based on their preference and selection.
- Students should be familiar with universal tools prior to being administered the online summative assessment



Universal Tools (embedded)

English Glossary

Simultaneously

Glossary

at the same time

Energy Digest, June 1980

The Homeowner's Salvation: Solar Power by Daniella Rayez

In the wake of rising energy depleted resources, President Carter initiated an aggressive program to reduce the country's dependence on fossil fuels like oil and coal. Congress passed Carter's Public Utility Policies Act in 1978, giving tax credits to homeowners who install solar energy cells in their home. The Energy Tax Act encouraged homeowners to invest in energy conservation by giving them a tax credit of up to \$2,000 for home solar devices installed after April 20, 1977.

Today, these solar cells are primarily used to heat water in the home. When sensors attached to the water tank detect that water temperatures are too low, the water is circulated in pipes where heat absorbed by solar energy is transferred to the water. This requires an array of solar panels attached to the home's roof. Initial cost of these panels is quite high, but the money saved through tax credits and monthly

1

Read the se

Simultaneously, petroleum prices dropped significantly, crippling the solar power industry. By 2000, the costs of installing and maintaining a set of residential solar cells were too high, and dwindled.

Based on the sentences, what can a reader conclude about the author's predictions in "The Homeowner's Salvation: Solar Energy"? Support your answer with evidence from that text.

2

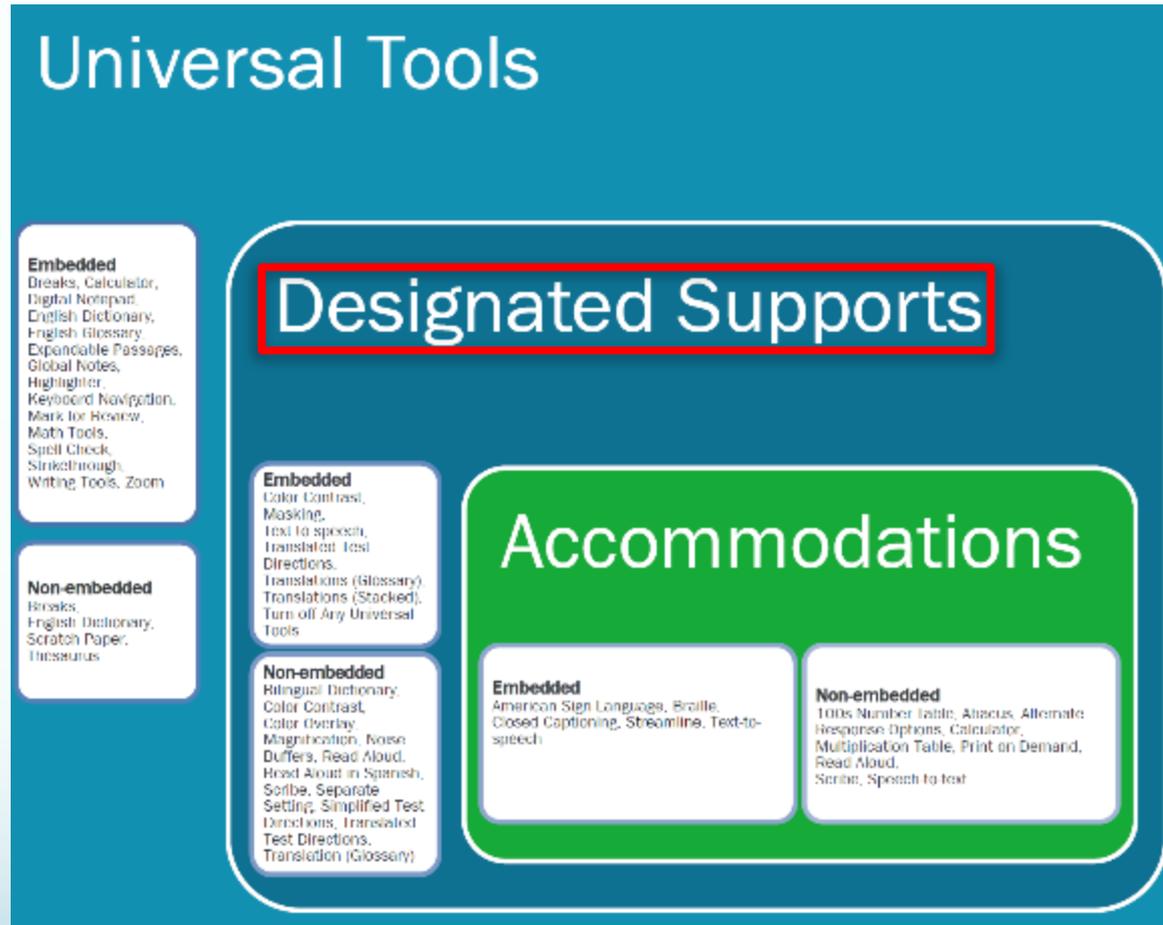
The following question has two parts. First, answer part A. Then, answer part B.

Part A

Designated Supports

➤ **Designated Supports** are features that are available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student input as appropriate, including English Language Learners and students with disabilities.

➤ Students should be familiar with using the designated supports assigned to them.



Designated Supports

Text-to-Speech or Read Aloud

- For all ELA Items, all ELA PT Stimuli, all Math Items and all Math Stimuli

(NOT for Reading Passages - this is the *Accommodation*)

- **Any student** (regular ed, IEP/504, ELL) may have a *designated support* such as Text-to-Speech for ELA/math stimuli and items; documentation is recommended, e.g., ISAAP Tool, but not required
- Headphones are required for Text-to-Speech unless tested in a separate setting

Designated Support (embedded)

TEXT-to-SPEECH

For ELA Items, ELA PT Stimuli, Math Items and Stimuli
(Not Reading Passages)

The screenshot shows a math item interface. On the left, a blue box with the number '1' is next to a claim: "Claim: To create a fraction greater than $\frac{3}{7}$, you have to make the denominator less than 7." Below the claim are two multiple-choice options, A and B, both asking to drag a number into a box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7. On the right, a 'Delete' button is visible above a large input area. This area is divided into two sections: 'A. Denominator less than 7' and 'B. Denominator greater than 7'. Each section contains a fraction template with two empty boxes for the numerator and denominator. A vertical list of numbers (0, 1, 2, 8, 9) is positioned between the claim and the input area. A red-bordered tooltip menu is overlaid on the interface, containing four options: 'Mark for Review', 'Notepad', 'Tutorial', and 'Speak Question'. The 'Speak Question' option is highlighted with a red border.

1

0
1
2
8
9

Claim: To create a fraction greater than $\frac{3}{7}$, you have to make the denominator less than 7.

A. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7.

B. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator greater than 7.

Delete

A. Denominator less than 7

B. Denominator greater than 7

Mark for Review

Notepad

Tutorial

Speak Question

Designated Support (non-embedded)

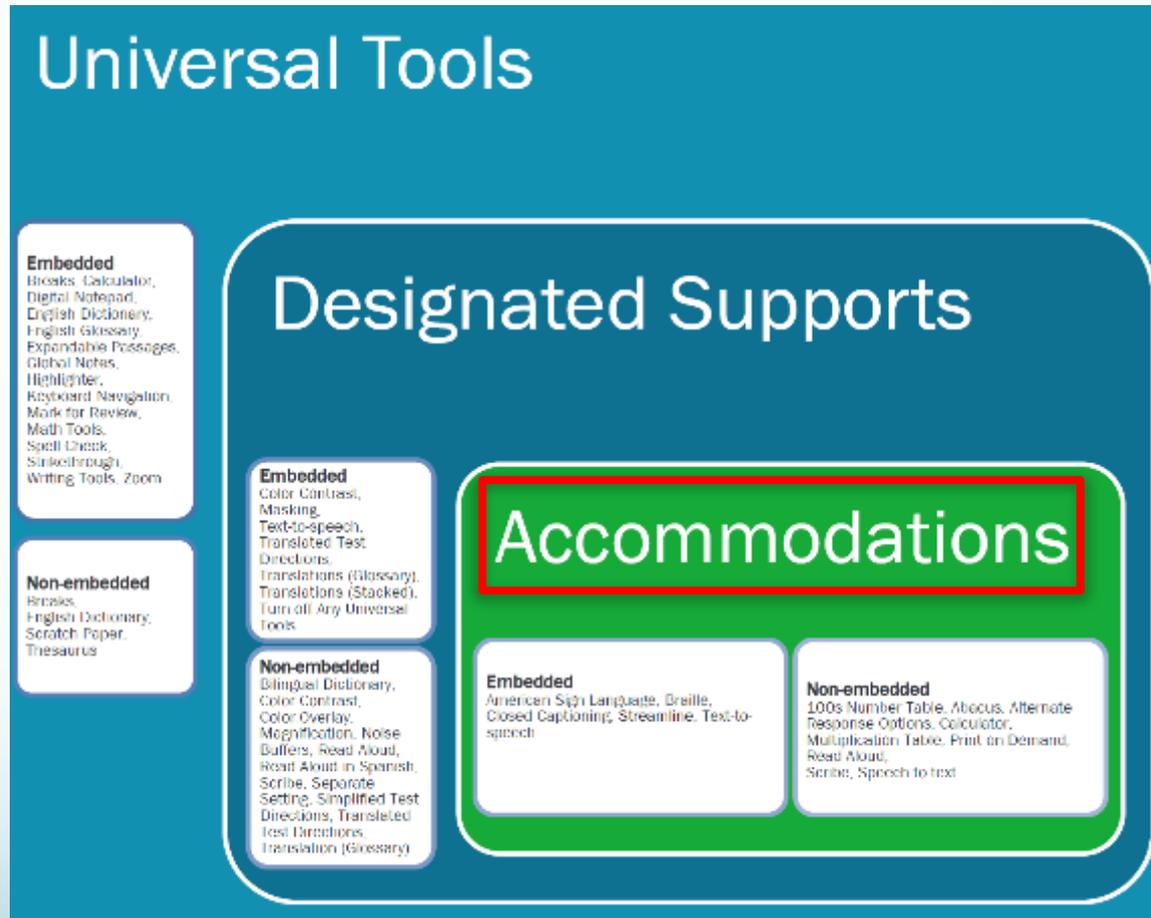
Read Aloud

For ELA Items, ELA PT Stimuli, Math Items and Stimuli (Not Reading Passages)

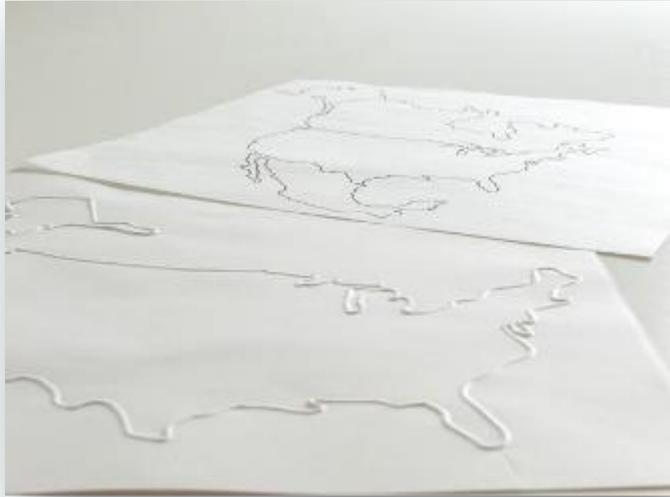


Accommodations

- **Accommodations** are changes in procedures or materials that increase the equitable access for students who need them and allow them the opportunity to show what they know and can do.
- Only students who have documented needs in their IDEA-eligible Individualized Education Programs (IEPs) or their 504 Plans may use one or more of these accommodations.
- Students should be familiar with using the accommodations assigned to them.



Accommodation (embedded and non-embedded)



Braille



Accommodation (embedded)

American Sign Language (ASL) for ELA Listening items and Mathematics items

THE TREE

As the years pass, relationships within a family change. It was at supper that father told us about the tree. This story looks at a family that is going off in many directions—and reveals what brings them together still.

1 "Saturday," he said in his authoritative voice, "we move the tree." Everyone stopped and turned to Father. "The tree with the scar," he said. "The one in the back. We'll move it to the front." Everyone was still looking at Father. He broke a piece of bread and dipped it in the moat of gravy around his potatoes.

2 Joe was the first to speak. He picked up his glass and twisted it in his hands, intently studying the liquid as it swirled. He cleared his throat.

11 Why are Mother's comments important to the story?

- (A) They provide details on how the family will move the tree.
- (B) They show how her feelings change during the story.
- (C) They introduce conflict within the story.
- (D) They reveal the tree's symbolic value.

Context menu options: Mark for Review, Notepad, Tutorial, **ASL American Sign Language**

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- (A) They provide details on how the family will move the tree.
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- (C) They introduce conflict within the story.
- (D) They reveal the tree's symbolic value.

12 The tree in this passage is important to the family. Name two ideas that the tree symbolizes to the family.

Type your answer in the space provided.

ASL Video Player: A woman is shown signing, providing an American Sign Language accommodation for the listening item.

Accessibility and Accommodations

➤ 51 Smarter Balanced Universal Tools, Designated Supports, and Accommodations

	Universal Tools	Designated Supports	Accommodations
Embedded	Breaks Calculator ³ Digital Notepad English Dictionary ⁴ English Glossary Expandable Passages Global Notes Highlighter Keyboard Navigation Mark for Review Math Tools ⁵ Spell Check Strikethrough Writing Tools ⁶ Zoom	Color Contrast Masking Text-to-Speech ⁷ Translated Test Directions ⁸ Translations (Glossary) ⁹ Translations (Stacked) ¹⁰ Turn off Any Universal Tools	American Sign Language ¹¹ Braille Closed Captioning ¹² Streamline Text-to-Speech ¹³
Non-embedded	Breaks English Dictionary ¹⁴ Scratch Paper Thesaurus ¹⁵	Bilingual Dictionary ¹⁶ Color Contrast Color Overlay Magnification Read Aloud ¹⁷ Noise Buffers Scribe ¹⁸ Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossary) ¹⁹	100s Number Table ²⁰ Abacus Alternate Response Options ²¹ Calculator ²² Multiplication Table ²³ Print on Demand Read Aloud ²⁴ Scribe Speech-to-Text

Who Takes the HSA-Alt?

If an IEP team is considering the use of the alternate assessment for a student as a means of participating in the state assessment system, **4** participation criteria must be met.

alohahsap.org/HSA_ALT

HSA-Alt Participation Requirements

The student:

1. demonstrates significant cognitive disabilities, and
2. requires instruction that is substantially different, and
3. requires intensive direct instruction, and
4. has difficulty with the general academic curriculum due to his/her significant cognitive disabilities and not due to social, cultural, environmental, etc., factors.

Turn to Your Neighbor and Talk

1. What is the difference between (1) universal tools, (2) designated supports and (3) accommodations? Give an example of each.
2. What is the distinction between the Text-to-Speech (TTS) designated support and the TTS accommodation?
3. What students take the HSA-Alt assessments rather than the general statewide assessments?

1. What is the difference between (1) universal tools, (2) designated supports and (3) accommodations? Give an example of each.

Any student may have tools and supports; only IEP/504 students may have accommodations.

2. What is the distinction between the Text-to-Speech (TTS) designated support and the TTS accommodation?

The designated support is for everything EXCEPT reading passages; the accommodation is ONLY for reading passages.

3. What students take the HSA-Alt assessments rather than the general statewide assessments?

Students with significant cognitive disabilities who require intensive instruction and have difficulty with the general content standards.

Questions?



- Accommodations?
- Modifications?
- Purpose?
- Statewide testing?
- Alternate assessments?
- Other?