New York State Education Department
Office of Special Education
Educational Partnership

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Testing Accommodations for Students with Disabilities

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University

Last updated on May 23, 2024

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute New York State Education Department (NYSED) endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

Learning Objectives

Participants will:

- Understand the purpose of testing accommodations
- Define testing accommodations
- Understand their role in supporting a student with their testing accommodations
- Recognize that instructional accommodations used in the classroom should be aligned with the testing accommodations provided during assessment

Students will be provided access to and participate in general education curriculum and in courses that will prepare them to take and pass the required examinations.

Materials

- Testing Accommodations Manual
- Testing Accommodations Checklist
- Action Plan: "To-Do" List for Testing Accommodations
- Test Your Knowledge Quiz—Hot Topics
- Student Refusal—Parent Resource

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Do Now…

On a sticky note:

1. Identify one testing accommodation that you frequently recommend on an Individualized Education Program (IEP).

2. On the flip side of the sticky note, identify "why" you recommend the testing accommodation. Note student needs or characteristics that justify the accommodation requested.

3. Record any questions you may have regarding Testing Accommodations.

Section One

Federal and State Requirements for Testing Accommodations

Part 200 of the Regulations of the Commissioner of Education

§200.4(d)(2)(vi)

The IEP shall provide a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of districtwide assessments of student achievement and, in accordance with department policy, State assessments of student achievement that are necessary to measure the academic achievement and functional performance of the student.

Learn About Testing Accommodations

Equal opportunity

- **To participate**

- **To demonstrate knowledge/ability**

Promote access to examinations

Based on student's individual needs

Definition of Testing Accommodations

Testing accommodations remove obstacles to the test-taking process that are presented by the disability **without reducing expectations for learning**.

Equality vs. Equity

Definition of Testing Modifications

- Changes made to the testing process or to the content of the assessment itself that **may change, lower, or reduce learning expectations**.

- Modifications may also alter the underlying construct of the assessment.

Examples of Testing Modifications

Examples of testing modifications that reduce expectations for learning and affect the construct of the test include:

- Simplification, clarification, or explanation of test questions/items

- Use of spell-checking devices on a test of the student's spelling skills

- Use of a calculator on a test of the student's computational skills

Accommodation vs. Modification

Accommodation

Modification

Categories of Testing Accommodations

Handout

- **Flexibility in scheduling/timing**

- **Flexibility in the setting used for the administration of assessments**

- **Changes in the method of presentation**

- **Changes in the method of response**

Flexible Scheduling/Timing

- Extended time

- Testing duration/frequent breaks

- Multiple-day administration

Factors to Consider When Recommending Extended Time

- Timing accommodations may be needed in conjunction with other testing accommodations (e.g., tests read; scribe; special equipment to record responses).

- Student characteristics requiring extended time
  - Slow cognitive processing or work rate
  - Limited physical stamina

Flexible Setting

- Individually in separate location

- Small group in separate location

- Special lighting

- Adaptive or special equipment

- Special acoustics

- Minimal distractions

Method of Presentation: Revised Test Format

- Braille or large print

- Increase spacing

- Increase size, shape, or location of space for answers

- Reduce number of test items per page

- Increase size of answer bubbles

- Arrange items in vertical format with answer bubble next to choice

Method of Presentation: Revised Testing Directions

- Directions read to student

- Directions reread for each page of questions

- Language in directions simplified

- Verbs in directions underlined or highlighted

- Cues (e.g., arrows and stop signs) on answer form

- Additional examples provided

Method of Presentation: Use of Aids or Assistive Technology Devices

- Papers secured to work area with tape/magnets

- Visual magnification devices (specify type)

- Auditory amplification devices (specify type, e.g., frequency modulation [FM] system, headset)

- Audio-recorded version

- Computer-Based Test (including talking word processor)
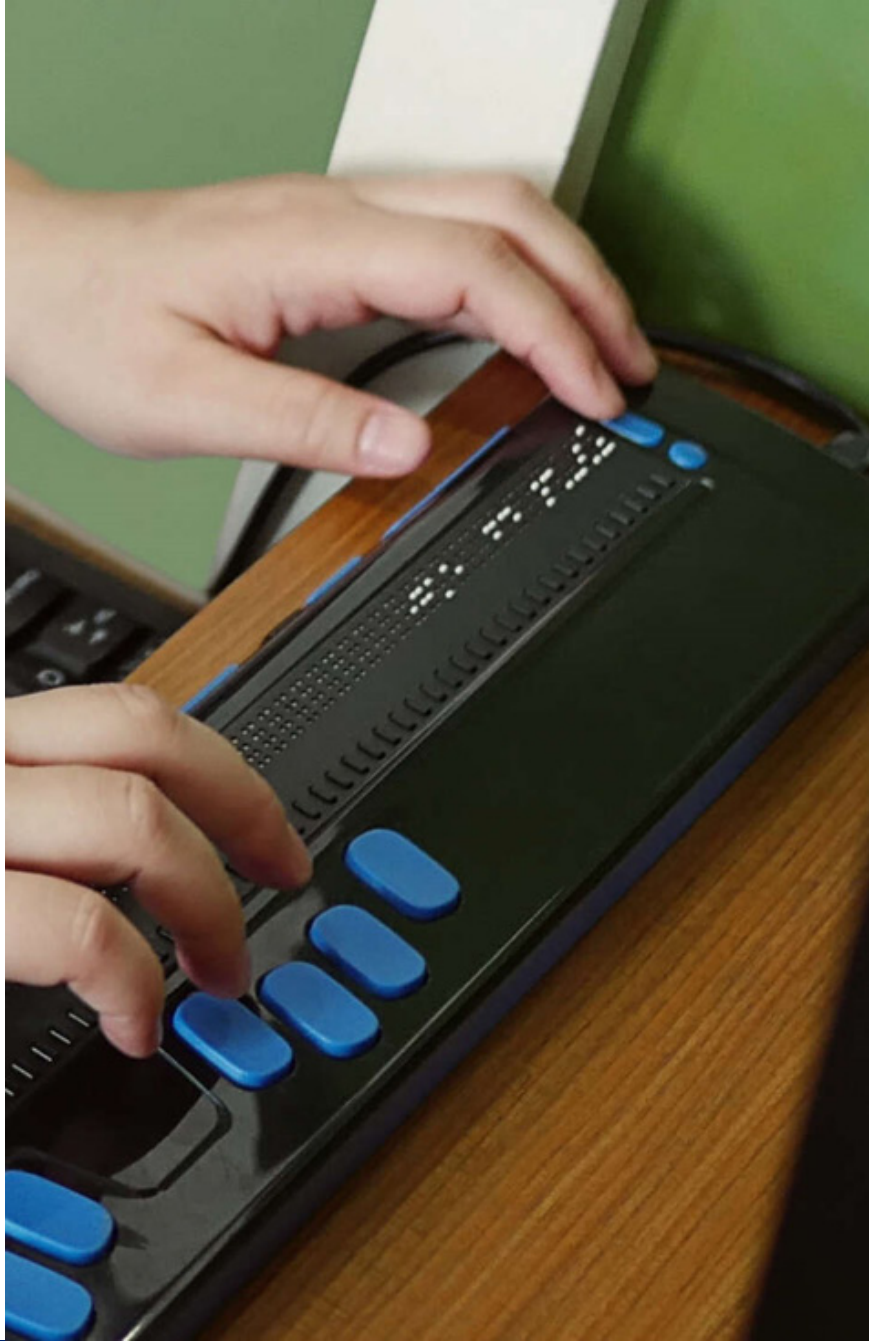
- Masks or markers to maintain place

Method of Response

Handout

Need for equipment or assistance to record responses:

- Adaptive writing equipment

- Word processor or speech-to-text software

- Calculator

- Spell-check device

- Point to responses

- Record answers

- Use of scribe

Computer-Based Testing (CBT)

CBT Tools and Accommodations Features

NYSED's Office of State Assessment provides additional information on:

- CBT Tools and Accommodations
- NYS Alternate Assessment (NYSAA)
- Dynamic Learning Maps
- Test Manuals

CBT and NYSAA: Testing Accommodations

DYNAMIC® LEARNING MAPS

ACCESSIBILITY MANUAL
2023–2024

ELA, MATHEMATICS, AND SCIENCE

Publication Date: 06/30/2023

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the publication date noted above.
When this manual is updated, the publication date will also be updated. A summary of changes is included in the Appendix under Document History.

- 6 Steps to Customize Dynamic Learning Maps (DLM) Supports, p.18

- Table 3: Accessible Supports, p.20

- Supports Allowed and Not Allowed, pp. 28-29

- Appendix C: DLM Access Worksheet/ IEP Teams, pp. 60-61

CBT Tools and Accommodations Features

CBT Tools

- Tools generally available to all test takers to access the online test materials

- May be selected by any student during testing
    - Answer eliminator
    - Zoom
    - Line reader

- It is not necessary for a CBT tool that is available to all test takers to be identified as a testing accommodation on a student's IEP.

CBT Tools (continued)

[Quick CBT Links](#)

[Nextera—Admin Guidance](#)

CBT Tools and Accommodations Features (continued)

CBT Accommodations Features

- Answer masking

- Reverse contrast

- Text-to-speech

Must be listed as testing accommodations in the student's IEP.

Accommodations (1 of 8)

Assigning Accommodations to Individual Students

Tap or click any option below to enable or disable it for this student.

Answer Masking Tool

This tool hides answers that the students select, allowing the students to focus on just the answers they want. Clicking on answer choices reveals them to the students.

Text-to-Speech (online only)

This feature reads the question and, for certain types of questions, the available answers using a device's speaker (headphones are recommended).

Reverse Contrast

When this setting is turned on, all text is white on black background. *It can't be used with Background Color.*

Background Color

This setting changes the color of the background and text based on the selection made. *It can't be used with Reverse Contrast.*

Initial Page Zoom

This adjusts the default zoom level of the testing area. It can be adjusted during the test at any time.

Read Aloud (by human)

This indicates that the student will take the test online, but that all or part of the question and answers will be read aloud by the teacher. *This may not be used with any print variations or offline testing accommodations.*

Accommodations (2 of 8)

Answer Masking Tool

The author **most likely** includes the event described in lines 23 through 34 to show that

(A) metal sewing machines are still in use but no longer practical

Accommodations (3 of 8)

Reverse Contrast

Animals need to play just like humans. Through play, both humans and animals can learn about the dangers in our world.

Why Do Animals Play?
by Kathleen Weidner Zoehfeld

1   Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn.

2   Why do animals play? For the same reason YOU play—because it's FUN! But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they

Accommodations (4 of 8)

Initial Page Zoom

Initial Page Zoom

This adjusts the default zoom level of the testing area. It can be adjusted during the test at any time.

100%

- 100%
- 150%
- 200%
- 300%

Accommodations (5 of 8)

Text-to-Speech (TTS)

TTS Player Reading Features

|		
• Play All	•	Play from Here
• Play Question	•	Play Passage
• Play Answer		

- Online only
- Controlled by the student: the student must click "Play" on each test question
- TTS player can be moved around on screen
- Text is highlighted on screen as test is read
- Four reading speeds

Accommodations (6 of 8)

Background Color

There are 5,280 feet in a mile. What is the total number of feet in 6 miles?

(A) 31,280

(B) 31,680

(C) 33,680

(D) 35,280
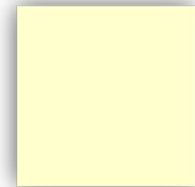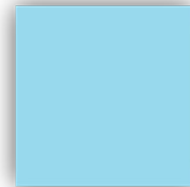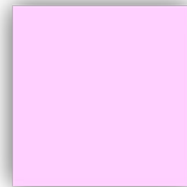
Accommodations (7 of 8)

Read Aloud (by Human)

Read Aloud (by human)

This indicates that the student will take the test online, but that all or part of the question and answers will be read aloud by the teacher. *This may not be used with any print variations or offline testing accommodations.*

- Student will be "served" test Form A on computer
- Reader should have a Test Read print test copy, which will also be Form A

Accommodations (8 of 8)

Test Read vs. Read Aloud vs. Text-to-Speech

Test Read (paper only)	Read Aloud (by human)	Text-to-Speech (online only)
A human reads the test to the student from a paper test.	A human reads the test to the student from a paper test.	The computer reads the test to the student from the computer screen.
The student tests on paper and enters responses on paper.	The student tests on computer and enters responses on computer.	The student tests on computer and enters responses on computer.
This is a classroom-only accommodation and the student is marked as "Tested on Paper" in the Nextera Admin when in a CBT class.	This is a combination of an online- and human-delivered accommodation.	This is an online-only accommodation (the student has headphones while testing on computer).

Informed Appropriate Recommendations:

Consider the Tests Required

- Know the content—standard/skills measured

- How test is administered—duration

- When—schedule

- Presentation format—paper, computer, performance-based

- Response format—multiple choice, short answer, essay

- Test score informs additional supports

Sections One and Two Questions

Reflection #1: What's Going on Your "To-Do" List?

- "I" time—reflect on the topics we covered.

- Note any specific "to-do" items on your action plan.

Recommending Appropriate Testing Accommodations

- **Student Characteristics**

- **School-age**

- **Preschool**

- **Access, Knowledge, Accurate Measure**

Roles and Responsibilities

of Individuals Involved in Decision-Making and Implementation

- Committee on Special Education (CSE) or 504 Committee
  - Student
  - Parents
  - General Education Teacher
  - Special Education Teacher
  - Other required CSE members

- School Principals

Things to Know When Making Decisions

- Know the student

- Know the instructional accommodations provided to the student

- Know the types of testing accommodations

- Know the purpose and requirements of the tests

Considerations in Making Decisions

Recommend testing accommodations that will:

- Provide access to assessment program

- Enable students to demonstrate skills and knowledge

- Provide an accurate measure of the standards being assessed

More is better, right?
Well...
not necessarily!

Testing Accommodations

Questions to Consider to Guide Decision-Making

- Is the student able to participate in the standard administration?

- In order to participate, does the student need accommodations in:
  - Scheduling/timing
  - Location/setting
  - Presentation (e.g., format)
  - Response

Questions to Consider to Guide Decision-Making (continued)

- How does the student's disability impede their demonstration of knowledge/understanding required by the test?

- What accommodations are provided in the classroom?

- What accommodations focus on removing obstacles to equal participation that are a result of the disability?

- What accommodations facilitate participation that enables independence?

Instructional Accommodations Alignment to Testing Accommodations

Instructional and Testing Accommodation Alignment

Discussion

What does it mean to align testing accommodations with instructional accommodations?

Align Testing Accommodations with Instructional Accommodations

Instructional accommodations may include, but are not limited to:

- Extended time to complete assignments

- Adaptive furniture or small-group instruction

- Alternative formats, decreased length of assignments and/or fewer assignments, breaking assignment into smaller parts and presenting information in a variety of ways

- Use of word processing software on a computer device or providing answers orally rather than written

Testing Accommodations Example

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):

INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
☐ NONE		
1. **Extended time** 2. **Separate setting** 3. **Tests read**	1. **For tests requiring extended written responses (more than 4 sentences)** 2. **All tests** 3. **All tests**	1. **Double time** 2. **Small group (less than 5 students) —quiet with minimal visual distractions** 3. **Text-to-speech software**

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

Documenting Testing Accommodations

- Document on IEP

- Document in clear manner

- Can indicate conditions or types of tests

- Cannot say "as appropriate," "when necessary," or "when asked for"

- Cannot indicate in a test-specific manner

Students Who Incur Disabilities Shortly Before Testing

Principal's Responsibility

- Onset of a short-term or long-term disability

- Does not apply to a student in process of evaluation for special education

- Limited accommodations:
  - Extended time
  - Separate location
  - Answers recorded in any manner
  - Test read—vision impairment

Section Three Questions

Section Four

Implementing Testing Accommodations

Reflection

Planning and Preparation

- Scheduling of tests and qualified individuals (proctors)

- Preparing testing materials—changes in test formats

- Consideration of State assessments—request for specific changes to state assessments

- Computer-based testing platforms

Implementing Testing Accommodations

- Copies of IEP are provided to teachers, service providers, and others responsible for implementing the IEP.

- Each individual is informed of the implementation responsibilities.

Training and Professional Development

Staff development should:

- Communicate State policy, guidelines, and procedures.

- Provide decision-makers with the tools necessary to make appropriate individualized decisions about students.

- Provide the tools necessary to correctly implement testing accommodations.

Professional Development for Educators

Implementation of Testing Accommodations

- Should not be provided for the first time during a State examination.

- Must be provided across all placement settings—not restricted to traditional school year.

- For diagnostic testing and district wide screenings—may invalidate scores, affect identification for services.

- Student may refuse.

Additional Considerations

Section Four Questions

Reflection #2: What's Going on Your "To-Do" List?

- "I" time—reflect on the topics we covered.
- Note any specific "to-do" items on your action plan.

Reflection

Appendices

Appendix A

Activity

Test Your Knowledge!

Review the "Quiz—Hot Topics" questions!

Test Your Knowledge!

With a partner:

- Use the "Test Your Knowledge Quiz—Hot Topics" and a writing utensil.

- Review the "Hot Topic" questions posted around the room.

- Answer each question with "Yes" or "No" based on your knowledge of testing accommodations.

Appendix A: Hot Topics

Appendix B

The Do's
&
The Don'ts

- Review the "Do's"—identify 3 specific points that are evident in your current practice.
- Review the "Don'ts"—identify 1–2 practices you need to address or change in your district.
- Share your observations.

Appendix C
Student Characteristics

- Review the test accommodation and student characteristics you identified on your sticky note during the "Do Now" Activity.

- Compare to the chart.

- Note any other accommodations or possible effect on test-taking.

Appendices D and E: Special Populations

Appendices A–E Questions

Appendix F: "Tests Read"

- Recommendation for students with disabilities that limit their ability to decode print.

- Low-incidence accommodation.

- Documentation supporting the accommodation.

- Decision-making tool.

Determining the Appropriateness of "Tests Read"

There is documentation of:

- The student's current reading skills.

- IEP goals related to reading development.

- Explicit and systematic reading instruction and outcomes.

- Research-based reading intervention(s) included in supplementary aids and/or services provided to the student to support reading instruction.

Consideration is given to whether the student's difficulty in reading is a result of cultural and/or linguistic differences.

Documentation on IEP (p. iii)

SAMPLE DOCUMENTATION

Testing conditions appropriate for a student with a disability that severely limits or precludes the ability to decode print who __would__ receive the "tests read" accommodation on the Grades 3-8 ELA Assessments or Reading Section of the NYSESLAT:

Testing Accommodations	Testing Conditions	Implementation Specifications
Tests Read	For all State and local tests, **including** tests of reading comprehension	Text-to-speech software may be used to provide this accommodation

Testing Accommodations	Testing Conditions	Implementation Specifications
Tests Read	For all State and local tests	Human reader

Testing conditions appropriate for a student with a disability that moderately impacts the ability to decode print who __would not__ receive the "tests read" accommodation on the Grades 3-8 ELA Assessments or Reading Section of the NYSESLAT:

Testing Accommodations	Testing Conditions	Implementation Specifications
Tests Read	For all State and local tests, **except** tests of reading comprehension	Text-to-speech software may be used to provide this accommodation

Test Accommodation Decision-Making Tool

Activity

- Review each of the questions.

- Describe the data or evidence needed.

- Identify the source of the evidence needed.

- What additional considerations may apply?

Student: _____ Date: _____

Persons Involved in Decision-Making:

Questions	YES	NO	N/A	Comments/Evidence
Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?	☐	☐	☐	
Has the student been provided systematic, explicit, research-based reading intervention(s) to improve decoding skills?	☐	☐	☐	
If the student is blind or visually impaired, is he or she learning to read braille?	☐	☐	☐	
If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in braille?	☐	☐	☐	
If the student is deaf or hard of hearing, is there evidence demonstrating that the student's disability precludes or severely limits his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?*	☐	☐	☐	
Is there evidence that the student's access to and/or performance on print-based tasks improves when information is presented to the student in auditory formats (by way of human reader or the use of assistive technology)?	☐	☐	☐	
Does the student use read-aloud accommodations during instruction and/or classroom testing (by way of human reader or the use of assistive technology)?	☐	☐	☐	
Is the student provided instructional materials in auditory formats?	☐	☐	☐	
Has the student provided input to inform specific recommendations related to the "tests read" testing accommodation?	☐	☐	☐	
Are there additional considerations for recommending "tests read" for this student, specific to his or her unique disability-related needs? If so, explain in the space below:				

*If the answer to this question is "YES", and the student also understands sign language, the CSE may consider recommending a sign language interpreter to translate text if appropriate to the needs and skills of the student.

Check the recommendation that is most appropriate in meeting the needs of this student:

☐ "Tests read" is not an appropriate testing accommodation for this student.**

☐ "Tests read" should be recommended for this student on State and local tests, except tests of reading comprehension.**

☐ "Tests read" should be recommended for this student on all State and local tests, including tests of reading comprehension.

**These recommendations indicate that the Grades 3-8 ELA Assessments will not be read to the student.

"Tests Read"

Human Reader

Computer-Based Testing

Audio Playback

"Tests Read" (Continued)

Procedures

- Read in a neutral tone without intonation or emphasis.

- Read word for word without clarification or explanation.

- Review text booklet— up to one hour prior.

Let's Practice Reading Aloud: Math Question

1.) Jasmin wrote the number sentence below.

_____ < 856

Which number belongs on the line to make the number sentence true?

(A) 862

(B) 914

(C) 891

(D) 789

Let's Practice Reading Aloud: Earth Science Question

2.) 13 Eurypterid fossils are abundant in the Bertie dolostone, a sedimentary rock layer found in western New York State. The presence of both the eurypterids and the dolostone indicates that, during the formation of this rock layer, this region of New York State was

(1) covered by evaporating shallow seas

(2) uplifted and eroded

(3) buried beneath lava flows

(4) intensely metamorphosed

Appendices F Questions

Reflection #3: What's Going on Your "To-Do" List?

- "I" time—reflect on the topics we covered.
- Note any specific "to-do" items on your action plan.

Reflection

Appendix G: "Use of Scribe"

- Recommendation—How and When

- Accommodations needed?

- Who scribes?

- Procedures

Why Scribing?

When the writing task is the primary barrier to learning, scribing will allow students with physical and cognitive difficulties to:

- Focus more on content and less on writing mechanics

- Demonstrate knowledge

- Reduce frustration

The Scribe

A Scribe Is:

- A recorder of what the student dictates.

- Trained and qualified.

- Familiar with the scribing procedures and tests including knowledge of the vocabulary used in the test.

- Used throughout the school year as per the IEP.

A Scribe Is NOT:

- A note taker.

- Unfamiliar to the student.

- Used for the first time during State or districtwide assessments.

What Makes a Good Scribe?

The important abilities and skills that should be taken into account are:

- Experience and training

- Writing speed

- Legibility

- Accuracy

- Interpersonal skills

- Subject familiarity

Alternatives for Scribing

Alternate recommendations to use of a scribe:

- Assistive technology—word processor, tablet, etc.

- Record student responses

- Speech-to-text software

Promote student independence!

Important Points

- Accommodations in combination

- Staff appropriately prepared

- Dictate to scribe or recording device

- Scribe use of word processor

- Capitalization and punctuation

- No more spelling

- Enter responses into CBT platform

- Mathematics

Examination Preparations Using a Scribe

- Prepare glossary of subject terms and jargon to help scribe with spelling.
- Student and scribe should know the scribing conditions (allowed vs. not allowed).
- Copies of test should be available to both student and scribe.
- Prior to exam day, procedures and preparation for the provision of a scribe need to occur.

Procedures for the Use of Scribe

Procedures to be used to implement the testing accommodation "Use of Scribe" on both written and mathematics tests.

Practice Time!

Activity

Pick a partner—paper and pencil required.

Writing prompts:

1. Student: In 2–3 sentences, respond to the question provided…

2. Scribe: Follow the directions/guidance provided…

Reverse roles, repeat activity!

Appendix G Questions

Reflection #4: What's Going on Your "To-Do" List?

- "I" time—reflect on the topics we covered.
- Note any specific "to-do" items on your action plan.

Appendix H

Multiple-Day Administration

- Consideration

- Documentation

- Procedures

Appendix I
Student Refusal

- Explain reasons for test accommodation.

- Administer test without accommodation.

- Document the incident.

- Indicate any accommodations used by student.

- Notify the parents.

- Consider additional counseling or a review of the IEP.

Appendix J

Allowable Testing Accommodations

Reference tool on what specific testing accommodations are permissible on NYS tests.

Quality Indicators for Testing Accommodations

Quality Indicators

Testing Accommodations are:

- Recommended by individuals who know the strengths and needs of the student, including parents (and the student, as appropriate) as active participants in decision-making who understand the purpose of testing accommodations.

- Aligned to the instructional accommodations currently used during classroom instruction.

- Determined student by student, based on the unique needs and individual learning characteristics of the student.

Quality Indicators (Continued)

Testing accommodations are:

- Consistently provided in the classroom, prior to State or district-wide assessments.

- Determined systematically using a standard set of questions or variables to consider in making decisions.

- Documented in the IEP.

- Reviewed annually and at reevaluation by the CSE.

Appendix H-J Questions

Reflection #5: What's Going on Your "To-Do" List?

- "I" time—reflect on the topics we covered.

- Note any specific "to-do" items on your action plan.

Reflection

Reflection and Action Planning

Reflection

- **What are your biggest takeaways from this session?**

- **What additional questions do you have?**

- **How are you going to use this information?**

- **What follow-up information would you like?**

Testing Accommodations Guidance

Testing Accommodations for Students with Disabilities

Changes in Allowable Testing Accommodations on the Grades 3–8 New York State English Language Arts Assessments

Accommodations for Testing

Information and Resources for CBT

School Administrator's Manuals—Office of State Assessment

NYSAA Test Administration Resources

Grades 3–8 Test Manuals

Information and Resources

NYS Education Department—Special Education

NYS Office of Special Education Partnership

NYS Office of Assessment

NYS Office of Special Education Quality Assurance (SEQA)

Contact Us

TAP for Transition

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