



Accommodations Guidelines

2018

PSSA and Keystone Exams

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DEPARTMENT OF EDUCATION**
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Introduction

The focus of the *Accommodations Guidelines* is selection, administration, and evaluation of appropriate accommodations for instruction and assessment. Refer to the Accommodations Guidelines for English Learners for specific accommodations related to English Learners.

Changes to the accommodations guidelines for the 2017-2018 school year are noted using red font in this manual. Quick links are provided in the table below.

What's New for 2017-2018?

New Content	Section
Unique (requires approval) column	Table A
Understanding unique accommodations	Table C
Classroom sound field FM system (LEA must ensure that the use of the system does not interfere with non-disabled test takers)	Table B
Approval form for unique accommodations	Approval form
Calculator apps on devices (e.g., iPad, Chromebook, etc.) require unique accommodation approval.	Calculator

Table of Contents

Introduction.....	2
What's New for 2017-2018?.....	2
Accommodations and Test Features	6
Links to Accommodations Guidelines for EL, Keystone, and PSSA	6
PART 1	7
Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards	7
Federal and State Laws Requiring Participation by Students with Disabilities	8
Reauthorization of Elementary and Secondary Education Act	8
Criteria.....	8
Inclusion of Students.....	9
Individuals with Disabilities Education Improvement Act of 2004	9
Section 504 of the 1973 Rehabilitation Act	10
Including All Students with Disabilities in State Accountability Assessments.....	10
Links to access Pennsylvania School Code:	10
22 PA Code	10
Chapter 4.....	10
Chapter 14.....	11
Chapter 15.....	11
Pennsylvania Accountability Plan	12
PART 2	13
Accommodations for Instruction and Assessment	13
What Are Accommodations?.....	13
Description of Accommodations Categories	13
Who Is Involved in Accommodations Decisions?	14
IEP Team Considerations for Instructional Accommodations.....	14
Link to access PA State Board of Education approved State Academic Standards:	14
Accommodations and Universal Design	15
Accommodations and Modifications	15
PART 3.....	17
Select Accommodations for Instruction and Assessment for Individual Students	17
Document Accommodations on a Student's IEP	17
Link to access PA IEP template:	18
Document Accommodations on a Student's 504 Plan.....	18

Link to Chapter 15 Service Agreement:	18
Document Accommodations in a non-IEP Student's Record	18
The Decision Making Process.....	18
PART 4.....	21
Accommodations During Instruction and Assessment	21
Accommodations During Instruction	21
Accommodations During Assessment	21
Administering Assessments and Accommodations	22
Ethical Testing Practices.....	22
Standardization	23
Test Security	23
PART 5.....	24
Evaluate and Improve Use of Accommodations	24
What Information Should Be Collected?	24
Questions to Guide Evaluation of Accommodation Use at the School or District Levels	24
Questions to Guide Evaluation at the Student Level	25
Postsecondary Implications	25
PART 6.....	26
How to Use the Accommodation Tables.....	26
TABLE A.....	27
TABLE B.....	29
PRESENTATION ACCOMMODATION	29
RESPONSE ACCOMMODATION	40
SETTING ACCOMMODATION.....	51
TIMING ACCOMMODATION.....	53
TABLE C	55
SUPPLEMENTAL RESOURCES	67
Tool 1: Guidelines for Selecting Accommodations	68
Tool 2: Guidelines for Using Accommodations.....	69
Tool 3: Accommodations from the Student's Perspective	70
Tool 4: Parent Input in Accommodations	72
Tool 5: Accommodations Use in the Classroom	74
Tool 6: After-Test Accommodations Questions	75
Tool 7: Assessment Accommodations Plan.....	76
Confidentiality Agreement for Language Interpreters/Sight Translators and Educational Sign Language Interpreters.....	78

Contact Information.....	79
Acknowledgements.....	80
Sample PSSA ELA Accommodations Page	81

Accommodations and Test Features

This intent of this guide is to address accommodations for students with IEPs, 504 plans, and ESL plans. More detailed information for ELs can be found in the [Accommodations Guidelines for ELs](#). This guide also addresses the options available for all students, referred to as “test features”. A test feature is considered an accommodation when the educational team has determined that it is necessary for the student to participate in the assessment.

For example, any student may request the read aloud of a word, phrase, or test item on the Mathematics, Algebra, Science, Biology, multiple choice language items, and Text Dependent Analysis prompt in Grades 4-8 Reading sections of the ELA test. Since this option is allowable for all students, it is considered a test feature. Although this is considered a text feature, the read aloud of allowable test parts is also considered an accommodation when the educational team has determined it is necessary for the student to access the test materials. Therefore, it must be documented on the student’s educational plan.

Another example is the use of highlighting. In the online assessment, a highlighter is available for use by any student and is considered a test feature. If a student has a demonstrated need for a highlighter to access the test materials, it must be included in the educational plan. However, any student may use the online highlighter at will.

Links to Accommodations Guidelines for EL, Keystone, and PSSA

EL: [Accommodations Guidelines for ELs](#)

PSSA and Keystone: [Accommodations Guidelines for PSSA and Keystone](#)

PART 1

Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what students are expected to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. For students with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access,

- every Individualized Education Program (IEP) team member must be familiar with content standards and accountability systems at the state and district levels;
- every IEP team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

All students with disabilities can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction.
3. Appropriate accommodations are provided to help students access grade-level content.

Pennsylvania has adopted the Pennsylvania Core Standards (PCS) for English language arts and mathematics. To access the Pennsylvania Core Standards (PCS) go to [Pennsylvania Core Standards](#).

Federal and State Laws Requiring Participation by Students with Disabilities

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Reauthorization of Elementary and Secondary Education Act

On December 10, 2015, President Obama signed the ***Every Student Succeeds Act*** (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA builds upon the critical work States and local educational agencies (LEAs) have implemented over the last few years. The reauthorized law sets high standards and contains policies that will help prepare all students for success in college and future careers. It prioritizes excellence and equity and recognizes the importance of supporting great educators in our nation's schools.

The Secretary is offering guidance on transitioning from the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) to the ESEA, as amended by the ESSA. This guidance includes actions the U.S. Department of Education (ED) has taken or will take consistent with its authority under section 4(b) of NCLB to the ESSA to support States, LEAs, and schools in this transition. ED has prepared frequently asked questions (FAQs) to support States and LEAs in understanding expectations during the transition to full implementation of the ESSA. This guidance is available in electronic form on ED's website at [Every Student Succeeds Act \(ESSA\)](#).

Each State must implement a set of high-quality student academic assessments in mathematics, reading or language arts, and science, administered as follows:

Mathematics: in each of grades 3 through 8; and at least once in grades 9 through 12;
Reading or language arts: in each of grades 3 through 8; and at least once in grades 9 through 12;
Science: not less than one time during grades 3 through 5; grades 6 through 9; and grades 10 through 12.

Criteria

With the singular exception of those assessments for students with the most significant cognitive disabilities, the same academic assessments must be used to measure the achievement of all public elementary school and secondary school students in the State.

Proposed § 200.6(a)(2)(i) would specify that all students with disabilities, except those students with the most significant cognitive disabilities, must be assessed using the general academic assessment aligned with the challenging State academic standards for the grade in which the student is enrolled. Further, under proposed § 200.6(a)(2)(ii), students with the most significant cognitive disabilities

may be assessed using either the general assessment or an alternate assessment aligned with the challenging State academic content standards for the grade in which the student is enrolled and with alternate academic achievement standards, if the State has adopted such alternate academic achievement standards.

Inclusion of Students

Proposed § 200.6(b)(3) would require that a student with a disability receive appropriate accommodations, as determined by the relevant team articulated in § 200.6(b)(1)(i), (ii), or (iii), so that the student with a disability can participate in the assessment, and receive the same benefits from the assessment that non-disabled students receive.

The determination of which accommodations would be appropriate for a student must be made individually by a student's IEP team, placement team, or other team the LEA designates to make these decisions.

To enable the participation of all in such assessments, States must provide all appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in [Individuals with Disabilities Education Act](#), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), such as [Americans with Disabilities Act Amendments Act](#), necessary to measure the academic achievement of such children relative to the challenging State academic standards or alternate academic.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state- and district-wide assessments. Specific IDEA requirements include the following:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes . . . a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that

assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI)].

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states the following:

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency.

In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Including All Students with Disabilities in State Accountability Assessments

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. IEP team members must actively engage in a planning process that addresses

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Links to access Pennsylvania School Code:

22 PA Code

[Pennsylvania Public School Code](#)

Chapter 4

[Chapter 4 -- Academic Standards and Assessment - Pennsylvania Code](#)

22 Pa. Code § 4.51. State assessment system. (j) Children with disabilities shall be included in the State assessment system, with appropriate accommodations, where necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate

assessments for those children who cannot participate in the State assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

Chapter 14

Chapter 14 -- Special Education Services

The Special Education regulations in Pennsylvania are found under the 22 PA Code, Chapter 14 which provides regulatory guidance to ensure compliance with the federal law, the Individuals with Disabilities Education Act of 2004, and its regulations.

§ 14.102. Purposes. (a) It is the intent of the Board that children with disabilities be provided with quality special education services and programs. The purposes of this chapter are to serve the following:

(1) To adopt Federal regulations by incorporation by reference to satisfy the statutory requirements under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400--1482) and to ensure that:

(i) Children with disabilities have available to them a free appropriate public education which is designed to enable the student to participate fully and independently in the community, including preparation for employment or higher education.

(ii) Children with disabilities have access to the general curriculum, and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment).

Chapter 15

Chapter 15 -- Protected Handicapped Students

This chapter addresses a school district's responsibility to comply with the requirements of Section 504

§ 15.1. Purpose. (b)Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairments from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate to the ability of the protected handicapped student in question. School districts are required to provide these students with the aids, services and accommodations that are designed to meet the educational needs of protected handicapped students as adequately as the needs of

non-handicapped students are met. These aids, services and accommodations may include, but are not limited to, special transportation, modified equipment, adjustments in the student's roster or the administration of needed medication.

Pennsylvania Accountability Plan

[Pennsylvania Accountability System \(PAS\)](#)

PART 2

Accommodations for Instruction and Assessment

What Are Accommodations?

Accommodations are practices and procedures that ensure that educators, as well as students and parents, have a valid measure of what students with disabilities know and can do. Accommodations use is applied to classroom instruction. In addition, students with IEPs, 504 plans, and ESL plans may be provided with assessment accommodations.

Accommodations do not reduce expectations for learning.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.

Typically, accommodations use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. As ELs become more proficient in English, their need for accommodations will decrease.

Description of Accommodations Categories

Accommodations for instruction and assessment are commonly categorized in these ways: presentation, response, setting, and timing/scheduling:

- *Presentation Accommodations*—Allow students to access print information in alternate ways. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- *Response Accommodations*—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- *Setting Accommodations*—Change the location in which a test or assignment is given or the conditions of the assessment setting.
- *Timing/Scheduling Accommodations*—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Who Is Involved in Accommodations Decisions?

The **IEP Team** must make assessment and accommodation decisions for students based on individual need. The IEP Team includes the student, parents, the special education teacher, the LEA representative as well as others who are knowledgeable about the educational needs of the student. Decisions regarding assessment and accommodations are not made by individuals outside of the IEP Team.

The same decision-making procedures apply for the Student Support Team for 504 Plans and ESL Plans.

Accommodations selected may not invalidate the state assessment and must be documented in IEPs, 504 plans, and ESL Plans.

Refer to:

[Tool 4: Parent Input in Accommodations](#)

IEP Team Considerations for Instructional Accommodations

To assure students with disabilities are engaged in standards-based instruction, every IEP team member needs to be familiar with the state's standards. The process of making decisions about accommodations is one in which the IEP team members attempt to level the playing field so that students with disabilities can participate in the general education curriculum. In leveling the playing field, the team should consider the following:

1. Student characteristics: Reduction of the effects of a disability or language barrier.
2. Instructional tasks expected of students to demonstrate grade-level content in state standards: Assignments and class tests.
3. Consistency with standards-based IEP for classroom instruction and assessments: Fidelity to accommodations and achievement standards noted in IEP.

IEP team members should consider if the student really needs any accommodation. A student may not be receiving an accommodation he or she really needs, or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum.

Link to access PA State Board of Education approved State Academic Standards:
[PA Core Standards](#)

Accommodations and Universal Design

The Keystone and PSSA tests employ the use of universal design principles which address policies and practices that are intended to improve access to learning and assessments for all students. They are important to the development and review of assessments to remove barriers that bar students with disabilities from showing what they know. When universal design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal design techniques should be applied from the beginning of test development through the implementation of assessments.

Universally designed general assessments may reduce the need for accommodations and alternate assessments; however, universal design cannot eliminate the need for accommodations and alternate assessments.

Universal design of assessments does not simply mean that tests are administered on computers. As assessments move toward becoming more consistently administered on computers, accommodations and universal design considerations may change. Traditionally, we have thought of universal design as coming first, and accommodations being applied during testing. With current technology, we can build some accommodations into the design of the test itself.

Some of these features may continue to be accommodations (available to students with disabilities and English language learners) and others may be considered test features because they are available to all students. Some students with disabilities and English language learners will have a need for accommodations beyond those that can be built into the testing platform.

Accommodations and Modifications

Accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities and allow for educators to know that measures of a student's work are valid.

Modifications refer to practices that change, lower, or reduce learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include the following:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems)
- reducing assignments and assessments so a student only needs to complete the easiest problems or items
- using an accommodation that invalidates the intended construct
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four)

- giving a student hints or clues to correct responses on assignments and tests

Providing modifications to students during classroom instruction and classroom assessments may have the unintended consequence of reducing their opportunities to learn critical content. If students have not had access to critical, assessed content, they may be at risk of not meeting graduation requirements. Providing a student with a modification during the PSSA or Keystone tests may constitute a test irregularity and may result in an investigation of the school or district's testing practices. It could also affect a student's score.

PART 3

Select Accommodations for Instruction and Assessment for Individual Students

To ensure students with disabilities and without disabilities are engaged in standards-based instruction and assessments, every IEP team member and student instructional team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of academic achievement and functional performance in relation to local and state academic standards.

Accommodations should always be chosen based on individual student need. IEP team meetings or instructional team meetings that simply engage people in checking boxes on a state or local compliance document are neither conducive to sound decision making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Document Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any problems for IEP teams that follow good IEP practices. With information obtained from the required summary of the student's present level of educational performance (PLEP), the process of identifying and documenting accommodations should be a straightforward event. The PLEP is a federal requirement under which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state- and district-wide assessments.

Link to access PA IEP template:

[INDIVIDUALIZED EDUCATION PROGRAM \(IEP\) \(ANNOTATED\)](#)

Document Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states the following:

No otherwise qualified individual with a disability in the United States shall, solely because of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [29 U.S.C. Sec. 794]

Link to Chapter 15 Service Agreement:

[CHAPTER 15. PROTECTED HANDICAPPED STUDENTS](#)

Document Accommodations in a non-IEP Student's Record

Some students without an IEP may still require an allowable accommodation for the state test. Documentation of the allowable accommodation used by the student for the state test must be kept in the student record file (e.g., Tools 5 and 7). This allows instructional team monitoring of the effectiveness of the accommodation and provides necessary documentation for state monitoring purposes. It is important to note that test features, as explained in this document, are available to all students. Independent learning and assessment is the goal for all students. It should not be assumed that struggling readers need accommodations.

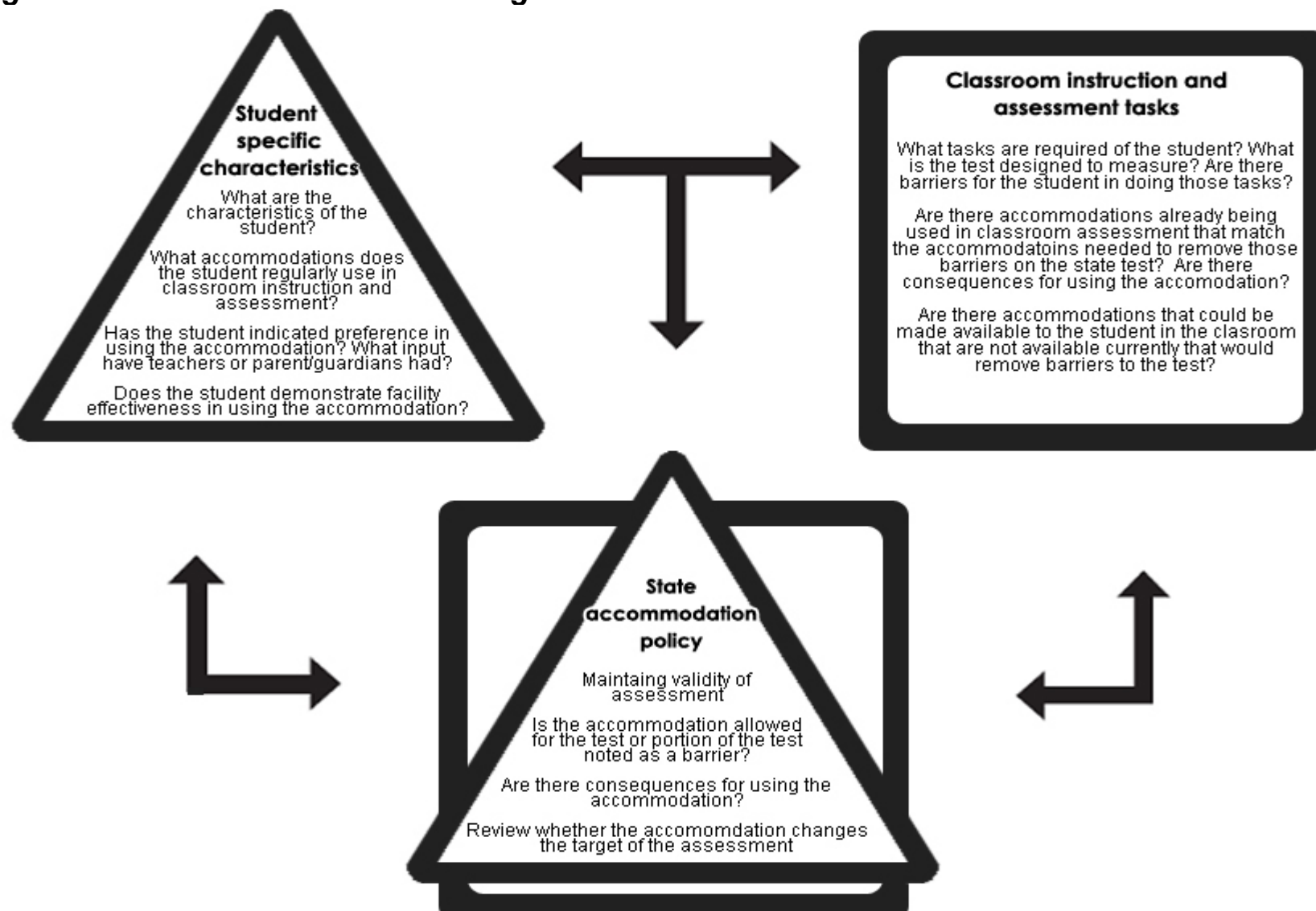
The Decision Making Process

The decision-making process for state assessment accommodations should include consideration of at least these three factors (see figure 1):

1. Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).

2. Individual test characteristics (i.e., knowledge about what tasks are required on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks).
3. State accommodations policies for the assessment or for part of an assessment and consequence of decisions.

Figure 1. Considerations When Making Decisions for Assessment Accommodations



PART 4

Accommodations During Instruction and Assessment

Accommodations During Instruction

The student must be provided the selected accommodations **during instructional** periods that necessitate their use. **An accommodation may not be used solely during assessments.**

As the state moves to providing assessments on technology-based platforms, IEP teams and student instructional teams must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking the practice tutorial using the Insight testing platform, it is also important for educators to provide opportunities for all students to use technology for learning. This is especially important for meeting the PA Core Standards expectation for all students to compose essays for the ELA PSSA tests. Also, constructed responses continue to be a part of the Keystone and PSSA tests.

Link to access online tools training platform:

[Online Tools Training Software Download](#)

Students enrolled in the online test versions will have access to a practice tutorial. Students must be provided with enough time using the practice tutorial and online tools to allow for optimal performance during the actual test.

Accommodations During Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student needs to test in a separate location so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Current design of the online testing platform allows for some accommodations to be provided on the testing platform itself. Through a process of creating a student profile, an IEP team may work with the

testing coordinator to program the test to provide certain accommodations, such as color contrast and audio functions. Providing these accommodations through the testing platform can guarantee that the provision of accommodations is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that accommodations are delivered and the technology is working as it should. The assessment coordinator must ensure that all test material is completely removed from testing devices each day.

Refer to:

[Tool 5: Accommodations Use in the Classroom](#)

[Tool 6: After Test Accommodations Questions](#)

[Tool 7: Assessment Accommodations Plan](#)

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies and must be certified through the Pennsylvania State Test Administration Training (PSTAT). Test administrators who are required to provide a read-aloud or scribing accommodation for a student(s) must follow the [Pennsylvania Read-Aloud and Scribing Guidelines](#) for Operational Assessments.

The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

The PDE recommends the presence of a test proctor in addition to the test administrator in the testing room when the teacher of record administers the test.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning. Test administrators who are required to provide a read-aloud and/or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud Scribing Guidelines for Operational Assessments. The [Accommodations Tables](#) and [Tool 2: Guidelines for Using Accommodations](#) provide guidance for the standard administration of allowable accommodations for the Keystone and PSSA tests.

Test Security

Test security involves maintaining the confidentiality of test questions and answers; it is critical in ensuring the integrity and validity of a test.

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). To ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper); and return all materials as instructed. Test administrators who are required to provide a read-aloud and/or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments.

Some of the same considerations for test security apply when students are taking the online test. For example, school and district personnel must ensure that only authorized persons have access to the test and that test materials are kept confidential. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's workstations, that students are not able to access any additional programs or the internet while they are taking the assessment, and that students are not able to access any saved data or computer shortcuts while taking the test. Online testing is meant to enhance student independence. Test administrators may not interact with the test material. Test administrators who are required to provide a read-aloud or scribing accommodation for a student(s) must follow the Pennsylvania Read-Aloud and Scribing Guidelines For Operational Assessments.

Refer to [Tool 1: Guidelines for Selecting Accommodations](#) and [Tool 2: Guidelines for Using Accommodations](#) for additional considerations.

PART 5

Evaluate and Improve Use of Accommodations

Accommodations must be selected based on the individual student's needs and must be used consistently for both instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state- and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others.

What Information Should Be Collected?

Gathering information on accommodations may be easier in a technology-based assessment platform, when the accommodations are programmed into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. Some test features are available to all online test takers, such as the online tools. Other available options for the online test must be pre-programmed and are considered accommodations, such as the audio engine and the color contrast function.

For the paper-and-pencil assessment, information on the use of accommodations is coded on the answer booklet with other student information.

Questions to Guide Evaluation of Accommodation Use at the School or District Levels

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEPs and 504 plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 plans are receiving accommodations?
6. What types of accommodations are provided, and are some used more than others?
7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

These questions can be used to evaluate the accommodations used at the student level, as well as the school or district levels:

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used, versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, choosing not to use the accommodation, or using accommodations that were ineffective? Or was there another reason?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

It is critical to stress that evaluation of accommodations use is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision making processes.

Postsecondary Implications

College and career readiness is an important educational outcome for all students. As students with disabilities plan for their transition to postsecondary settings, it is important for IEP teams to have documented the student's use of accommodations so that the student can continue to use them as needed in college and career settings. Colleges and universities may allow fewer accommodations than were available in K–12 settings, so it is important for students to document their need to use accommodations. This may also be true for students who transition into vocational and other workplace settings.

Refer to [Tool 3: Accommodations from the Student's Perspective](#) and [Tool 7: Assessment Accommodations Plan](#) for strategies for evaluating use of accommodations.

PART 6

How to Use the Accommodation Tables

Three accommodations tables are provided in this section. The tables must be used to fully understand the features and implementation of each accommodation type. Some accommodations are only allowable for certain students on certain parts of the test, e.g. a word-to-word bilingual dictionary is allowed only for EL students on the Math, Algebra, Biology and Science tests. A word-to-word dictionary is NOT allowed for the ELA or Literature test(s). Check all three tables for each accommodation.

First, read [Table A](#) to determine if the accommodation is available for non-IEP, IEP/504 and/or EL students or if it is a unique accommodation. Next, read [Table B](#) to find out the details of the accommodation used by the student. For easy access, Table A headings link to Table B headings. Read [Table C](#) for specific information regarding administering the accommodation. Headings in Table A and Table B may link to Table C.

Table A is designed to familiarize test coordinators, test administrators and teachers with “who” may use an allowable accommodation. The table is categorized as students with or without IEPs, students with IEPs and 504 plans, and EL students. The column to the far right identifies unique accommodations.

Table B is designed to familiarize test coordinators, test administrators and teachers with accommodations in three ways:

1. Types of accommodations available (presentation, response, setting, and timing)
2. Guidelines on how and when the accommodation may be used
3. Identification of test version where accommodation is available (paper and pencil or online)

Table C is designed to provide specific information regarding the administration of accommodations; such as, read aloud, concussion, etc.

Understanding...
See Table C
1. Unique Accommodations
2. Role of Test Administrators, Proctors, PCAs, TSS
3. De-spiraling Test Booklets
4. Concussion
5. Broken Arm/Injury
6. Glucose Monitor
7. Color Blindness

TABLE A

ACCOMMODATION or TEST FEATURE	ALLOWABLE for non-IEP, IEP, and 504	ALLOWABLE for IEP/504 only	ALLOWABLE for EL	Unique (requires approval)
Amplification Device		X	X With IEP/504	
Audio	See "Audio" in Table B	X	X	
Augmentative Alternative Communication Device		X	X With IEP/504	X
Braille, Refreshable Braille (presentation) Braille, Note Taker (response)		X	X With IEP/504	
Calculators (must meet calculator policy)	X		X	
Calculator Apps on Devices		X	X With IEP/504	X
Changed Test Schedule	X		X	
Color Chooser/Contrast; Color overlay	X		X With IEP/504	
Computer Assistive Technology (presentation) Computer Assistive Technology (response)		X	X With IEP/504	X
Cueing System for On Task Behavior		X	X	
Dictionary			X	
Enlarged Print (English only)		X	X With IEP/504	
Extended Time	X		X	
Frequent Breaks	X		X	
Hospital/Home	X		X	
Interpret/translate Test Directions		X	X	
Interpret/translate test items for Math, Science, Algebra I and/or Biology tests		X	X	
Interpret/translate Text Dependent Analysis prompt		X	X	
Keyboarding, Typing	X		X	
Magnification	X		X	
Manipulatives		X	X	
Mixed-Mode Response	X		X	
Monitor Test Response		X	X With IEP/504	

ACCOMMODATION or TEST FEATURE	ALLOWABLE for non-IEP, IEP, and 504	ALLOWABLE for IEP/504 only	ALLOWABLE for EL	Unique (requires approval)
One-on-One	X		X	
Pointing by Student to Answer Choice	X		X	
Read Aloud Test Directions	X		X	
Read Aloud Some Allowable Items at Student Request	X		X	
Read Aloud All Allowable Items	X		X	
Reads Test Aloud to Self (Student)	X		X	
Responding in Test Booklet	X		X	
Scribe	X		X	
Separate Setting	X		X	
Small Group (1-5) (1-12)	X		X	
Spanish-English Version (presentation) Spanish-English Version (response)			X	
Transcribe	X		X	
Video Sign Language		X	X	
Visual/Graphic Organizers(presentation) Visual/Graphic Organizers (response)	X		X	
Voice-to-text		X	X With IEP/504	
Whisper Phone	X	X	X	

The following **online tools** are available to all online test-takers as part of the test format as allowable for each section:

Pointer, cross-off pencil, highlighter, sticky note, magnifier, line guide, calculator, graphing tool, ruler, formula sheets & conversion tables

TABLE B

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<i>Amplification Device</i> e.g., hearing aid, personal sound amplifier, classroom sound field FM system (LEA must ensure that the use of the system does not interfere with non-disabled test takers).	X	X	X Volume control only.
<i>Audio</i> This must be pre-ordered and downloaded separately. The online audio function is limited to individual students who have a documented need for ALL or many of the allowable test items to be read aloud. Requires the use of headphones and/or one-on-one setting to eliminate distraction to others. The audio function is available for Mathematics, Algebra I, Science, Biology, multiple choice language items and the Text Dependent Analysis prompt (in English only).		X	X English voice only. Individual words or phrases cannot be selected.
<i>Braille</i> Paper Braille users may order the online audio version in addition to the paper braille version when determined appropriate by IEP team.	X	X	X

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Refreshable Braille</p> <p>The online test engine is compatible with a refreshable Braille device that works with Job Access With Speech (JAWS). The JAWS website is Freedom Scientific JAWS website and is a valuable source to evaluate which refreshable Braille devices are compatible.</p> <p>Tactile graphics: Students will be provided with the paper Braille booklet to access any graphics. Refreshable Braille enrollment will prompt the shipment of a matching paper Braille booklet. This booklet must be accounted for and returned to DRC.</p> <p>Refreshable Braille is not available for the Classroom Diagnostic Tool (CDT) due to its adaptive functionality.</p>	X	X	X
<p>Color Chooser/Contrast</p> <p>Some students benefit from a color overlay, background, or contrast.</p>	X	X	X Background color and text color may be changed to make text more readable
<p>Computer Assistive Technology</p> <p>e.g., electronic screen readers, Kurzweil, Read & Write Gold.</p> <p>Intended for those students with a severe disability that precludes them from accessing instructional and testing materials through typical means such as the hard copy test booklet.</p> <p>Requires PDE prior approval. See Request for Approval form.</p> <p>NOTE: online accommodations and tools may provide sufficient support for testing; see online tutorial.</p> <p>*See Table C</p>	X PDF version provided on secure CD for CAT software		<p>The online system is not interoperable with assistive devices and/or software</p> <p>See “Computer Assistive Technology” in Table C for more information</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Cueing System for On Task Behavior</i></p> <p>Some students benefit from a systematic approach to stay on task, e.g. tapping on desk; hand signals, etc.</p>	X	X	
<p><i>Enlarged Print</i></p> <p>Must be transcribed into regular test booklet and returned to DRC after transcribing responses.</p> <p>18 point font; exact replica of standard test pages; extra-large size test booklet.</p> <p>Not available for Spanish-English version.</p> <p>Math measurement graphics are not enlarged.</p> <p>An enlarged ruler is not provided. Students should use a high contrast or tactile ruler as used in instruction.</p> <p>Test must be ordered through DRC; may <u>not</u> be enlarged locally.</p>	X		<p>X</p> <p>The image will always fill as much of the screen as it can while still maintaining the 4:3 ratio; therefore, an oversized monitor will display the image accordingly. Student(s) should use online test tutorial to determine effectiveness well before testing window.</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Interpret/translate test directions in sign language or native language</i></p> <p>LEA provides qualified educational sign language interpreter.</p> <p>LEA provides qualified native language interpreter/ translator.</p> <p>ELs enrolled in U.S. schools for fewer than 3 years are eligible.</p> <p>Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language.</p> <p>Interpreting, translating, signing of the test directions is included in the Directions for Administration manual (standard and not bubbled as an accommodation).</p>	X	<p>X</p> <p>Allowable for the directions included in Directions for Administration manual <u>only</u></p>	<p>X</p> <p>Video Sign Language version available for Math PSSA & Science PSSA</p> <p>No native language version available</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Interpret/translate individual word, phrase, sentence or test item in sign language or native language for Math, Science, Algebra I and/or Biology tests</i></p> <p>Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description or through signing and non-manual expressions.</p> <p>LEA provides qualified educational sign language interpreter.</p> <p>LEA provides qualified native language interpreter/translator.</p> <p>ELs enrolled in U.S. schools for fewer than 3 years are eligible.</p> <p>Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language.</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments.</p> <p>Must follow Educational Sign Language Interpreter guidelines in Table C.</p>	<p>X</p> <p>Interpreters/ translators must be provided with 3 days of dedicated time with access to the test form prior to administration to aid them in preparation for translating the assessment.</p> <p>Interpreters/ translators may only access the test in a secure setting; the assessment may <u>not</u> leave the building (any notes necessary to administering the test must not leave the building); interpreters/ translators <u>must</u> sign a Confidentiality Agreement</p>	<p>X</p> <p>Allowable for Math, Algebra I, Science, and Biology</p> <p>Only an occasional and/or individual word or item may be interpreted or translated by a TA from the computer screen</p> <p>Native language interpreter or educational sign language interpreter may interpret or sign the item as it appears on the computer screen for an individual student</p> <p>ELs enrolled in U.S. schools for fewer than 3 years are eligible</p>	

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Interpret/translate individual word, phrase, sentence or test item in sign language for the Text Dependent Analysis (TDA) prompt</i></p> <p>Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description, or through signing and non-manual expressions.</p> <p>LEA provides qualified educational sign language interpreter.</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments.</p> <p>Must follow Educational Sign Language Interpreter guidelines in Table C.</p>	<p>X</p> <p>No part of the Keystone Literature exam may be interpreted</p> <p>No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted</p> <p>Interpreters/ translators <u>must</u> sign a Confidentiality Agreement</p>	<p>X</p> <p>No part of the Keystone Literature exam may be interpreted</p> <p>No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted</p> <p>Educational sign language interpreter may interpret or sign the item as it appears on the screen for an individual student</p>	<p>The Video Sign Language version is not available for any part of the ELA test</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Interpret/translate individual word, phrase, sentence in native language for the Text Dependent Analysis (TDA) prompt</i></p> <p>Interpreters/translators may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection or description.</p> <p>LEA provides qualified native language interpreter.</p> <p>ELs enrolled in U.S. schools for fewer than 3 years are eligible.</p> <p>Interpreters/translators providing this accommodation should be literate and fluent in English, as well as the student's native language.</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments</p>	<p>X</p> <p>No part of the Keystone Literature exam may be interpreted.</p> <p>No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted.</p> <p>Interpreters/ translators <u>must</u> sign a Confidentiality Agreement.</p>	<p>X</p> <p>No part of the Keystone Literature exam may be interpreted.</p> <p>No other part of the ELA test including language items, reading passages and associated short answer and multiple choice questions may be interpreted.</p> <p>Qualified native language interpreter may interpret the allowable item as it appears on the computer screen for an individual student.</p>	<p>No online native language version available.</p>
<p><i>Magnification</i></p> <p>e.g., CCTV, hand held magnifier, online magnifier tool</p>	<p>X</p>	<p>X</p>	<p>X</p> <p>Magnifier tool enlarges whole screen</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Read Aloud Test Directions</i></p> <p>Read aloud of the test directions is included in the Directions for Administration manual. This is standard and not bubbled as an accommodation.</p> <p>*See Table C</p>	X	X	X
<p><i>Read Aloud Some Allowable Test Items at Student Request</i></p> <p>Allowable for the Mathematics, Algebra I, Science, and Biology tests; multiple-choice language items and Text Dependent Analysis (TDA) prompt</p> <p>Readers may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments</p> <p>Must follow Read Aloud in Table C</p> <p>Must follow guidelines for Small Group (1-12) in Table B for providing a read aloud of SOME allowable items.</p> <p>Test may NOT be read aloud to whole class</p>	X	X	X

<p><u>Read Aloud All Allowable Test Items</u></p> <p>Allowable for the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items</p> <ul style="list-style-type: none"> • Intensive intervention for a few students only who receive this intervention regularly • Requires the same test form number • Principal and/or testing coordinator must work closely with special education teacher to supervise the assignment of students to groups that will have all test questions read aloud to them • Only principal and/or testing coordinator are permitted to de-spiral any test booklets (individual test administrators may NOT de-spiral test booklets) • Keep in mind that reading aloud all allowable test items sets an artificial pace • Keep in mind some students may be reluctant to ask the TA to slow down or repeat the question in a group setting <p>Note: Students will arrive at the Text Dependent Analysis prompt at different times; therefore the student must request to have the TDA prompt read aloud individually at that time.</p> <p>Readers may not clarify, elaborate, paraphrase, provide assistance to or cue a student through uneven voice inflection</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments</p> <p>Must follow Read Aloud All Allowable Test Items in Table C</p> <p>Must follow guidelines for Small Group (1-5) in Table B for reading aloud of ALL math, science, language items</p>	X	X	X
<p><u>Reads Test Aloud to Self (Student)</u></p> <p>Requires separate setting.</p>	X	X	<p>When a read aloud of ALL Mathematics, Algebra I, Science, or Biology is required, the audio function of the online test must be used.</p> <p>Human readers may not read aloud ALL allowable test items for online testers.</p> <p>See Audio</p> <p>Online system is not interoperable with voice-to-speech technology</p>

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Reads test aloud to self (may also use a whisper phone) and writes answers in answer booklet. Whisper phone or simply reading to self does not require approval from PDE.</p> <p>*See Table C</p>			
<p><i>Spanish-English Version Mathematics, Science, Algebra, and Biology Tests</i></p> <p>Identical test items presented on opposing pages in two languages with Spanish on left and English on right</p> <p><i>ELs enrolled in U.S. schools for 3 years or less are eligible</i></p>	X		The Spanish-English test version is not available online
<p><i>Video Sign Language Version (VSL) Mathematics PSSA and Science PSSA; Algebra I Keystone and Biology Keystone</i></p> <p>This must be pre-ordered and downloaded separately</p> <p>No VSL for any part of ELA or Literature Keystone tests</p> <p>Must follow the Video Sign Language Guidelines</p>		X	X

PRESENTATION ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Visual Organizers</i></p> <p>e.g., color overlay, keyboard overlay, index card, reading guide, wiki stix, highlighters, underlining, color stickers</p> <p>Students may independently choose to use these throughout the assessment</p> <p>SAC or designee may use highlighters, underlining, and colored stickers ONLY in the procedural assessment directions, e.g. “GO ON”, “STOP”, “Turn to page 00 of your answer booklet. Complete question 00.” This is only for a student who regularly requires a sticker on a procedural direction due to a disability that disallows the student from recognizing a direction to turn the page or to stop here.</p> <p>Since this requires opening a test booklet, only the SAC or designee may place the sticker(s). This may <i>not</i> be used as a general accommodation for all students.</p> <p>SAC, designee, or test administrators may not use, or direct students to use, highlighters, underlining, and colored stickers on assessment directions associated with test items, e.g. “Read the following passage about wild ponies. Then answer questions 1–10” or “Use the figure below to answer question 00.”</p> <p><i>“Other” is bubbled for this accommodation.</i></p>	X	X	<p>X</p> <p>Online tools include cross-off pencil, highlighter, sticky note, and line guide.</p> <p>Since the online test presents only one item at a time and does not require turning pages, the placement of sticky notes on directions by the SAC or designee is not allowed.</p>

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Augmentative Alternative Communication (AAC) Device</i></p> <p>Approval from PDE is required if an iPad (or similar device) is being used as an AAC.</p> <p>Responses must be transcribed into student's regular test booklet.</p> <p>Responses may not be sent to printer via email.</p> <p>Devices may not be connected to internet during testing.</p>	X		Online system is not interoperable with AAC devices.
<p><i>Brailier, Note Taker</i></p> <p>Responses must be transcribed verbatim into student's regular answer booklet. IEP team determines if online audio version is appropriate for student to use along with the braille version.</p>	X		Refreshable braille is available. Contact DRC .
<p><i>Calculators</i></p> <p>Not allowed on non-calculator test sections of Math and Algebra I tests or on any part of Grade 3 Math test.</p> <p>Some students with an IEP or 504 Plan may require the use of adaptive calculators, e.g. large keys, paper multiplication chart, etc.</p> <p>Calculator apps on devices (e.g., iPad, Chromebook, etc.) require unique accommodation approval.</p>	X	<p>X</p> <p>Online tool calculator can be installed for use during instruction using a link and the Chrome browser. The link is available on the eDIRECT homepage and can be added as a shortcut to the student's device.</p>	<p>X</p> <p>Online tool calculator available is available as part of the test system.</p> <p>Online tool calculator is not available during non-calculator section of test(s).</p> <p>Online system is not interoperable with other assistive calculators.</p>

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Computer Assistive Technology</i></p> <p>e.g., electronic screen readers, Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking.</p> <p>Responses must be transcribed verbatim into student's regular answer booklet.</p> <p>Student must be severely limited or prevented from performing the skill without this accommodation, i.e. not simply performing below grade-level expectations. Examples include students with low vision or multiple disabilities.</p> <p>Student dictates text into the computer or gives commands to the computer (e.g., opening application programs, pulling down menus, or saving work).</p> <p>Requires PDE prior approval. See Request for Approval form.</p> <p>NOTE: online accommodations and tools may provide sufficient support for testing; see online tutorial.</p> <p>*See Table C</p>	X		<p>The online system is not interoperable with assistive devices and/or software.</p> <p>See "Computer Assistive Technology" for more information.</p>

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Dictionary</p> <p>EL students only.</p> <p>LEA provides word-to-word translation dictionaries without definitions and pictures for EL students.</p> <p>May not be web-based.</p> <p>Not allowed for any part of the ELA PSSA or Literature Keystone tests.</p>	X	X	
<p>Enlarged Print</p> <p>Responses written in enlarged test booklet must be transcribed into regular answer booklet by testing coordinator or designee.</p> <p>Enlarged print booklets are not scored and must be returned to DRC after transcribing responses.</p> <p>Student must use own high contrast ruler or magnification for measurement graphics.</p>	X		

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Keyboarding or Typing</i></p> <p>e.g., computer, NEO Alpha Smart</p> <p>Use of spell/grammar checker, autocorrect, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports is not allowed.</p> <p>Responses that are separately written or typed must be transcribed verbatim into student's answer booklet by testing coordinator or designee. Original student response is deleted and/or destroyed.</p> <p>Online test should be considered for students who prefer/need to type open-ended responses.</p>	X	<p>Online test should be considered for students who prefer/need to type open-ended responses.</p> <p>Individual students may take an online version even if the rest of the district or school is paper testing.</p>	<p>The online system is not interoperable with assistive devices and/or software.</p>

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Manipulatives</p> <p>Grade specific ruler and/or protractor tools provided with the PSSA test materials.</p> <p>No math tools provided with Keystone Exam materials; student may use a straight edge tool (<i>not</i> a ruler) for the Algebra I exam.</p> <p>Cranmer abacus and <i>Math Window</i> (these two are for braille users only).</p> <p>Number lines; high contrast ruler or tactile ruler (only for students with IEP or 504 Plan).</p> <p>Note: A number grid or hundreds chart is not allowable.</p>	X	X	

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Mixed-Mode Response</i></p> <p>(online testers use paper booklet for constructed responses)</p> <p>Intended for students who benefit from online testing but may have limited or no capacity for extended keyboarding.</p> <p>Intended to replace scribing and transcribing for some students.</p> <p>Available for PSSA only.</p> <p>Student must respond to all multiple-choice items online and all open-ended responses in matching paper booklet with student label affixed.</p> <p>No multiple-choice responses in <i>paper</i> booklet will be used for student score with this option.</p> <p>No open-ended responses entered into <i>online</i> system will be used for student score with this option.</p> <p>LEAs that are 100% online and need a paper booklet will contact DRC.</p> <p>Mark the “Multiple-choice items completed online; open-ended items completed in the answer booklet” bubble on the booklet and indicate mixed mode on the student’s record in eDIRECT.</p> <p>*See Table C</p>	X	X	X

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Monitor Test Response</i></p> <p>This accommodation is intended for a small number of students with documented need, such as visual-motor disability, who may require a test administrator to monitor placement of their responses on bubble sheet to ensure they actually respond to the intended question on the answer sheet.</p> <p>Blanks and/or incorrect placement of student responses on answer sheet may be brought to student's attention orally e.g., "Check to make sure you have matched answer number 12 with question number 12"; "Please make sure you have answered all questions."</p> <p>Test administrator may not point to test items on student's test or answer booklet.</p>	X	<p>Since the online system presents only 1 question per page, monitoring of placement of answer choice is not applicable.</p> <p>Test administrator may not point to test items on computer screen.</p>	
<p><i>Responding in Test Booklet</i></p> <p>Responses must be transcribed verbatim into student's answer booklet by testing coordinator or designee.</p>	X		

<p><i>Scribe</i></p> <p>Intended for a student with a physical disability or injury that severely limits or prevents the student's motor process of handwriting or keyboarding; OR A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.</p> <p>LEA/school must consider keyboarding for transcription or Mixed-Mode before using a human scribe (dictation).</p> <p>All LEA/school scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT.</p> <p>Student dictates or signs response to qualified educational sign language interpreter, qualified native language interpreter, or designated test administrator.</p> <p>Student points to answer choice in test booklet. Test administrator marks the answer sheet accordingly.</p> <p>Scribing requires a separate setting.</p> <p>Responses must be scribed verbatim in English directly in student's regular answer booklet by SAC or designated test administrator (not by the educational sign language interpreter).</p> <p>ELs enrolled in U.S. schools for fewer than 3 years are eligible to dictate non-English response to qualified native language interpreter for Mathematics, Algebra I, Science, and Biology tests.</p> <p>Interpreters may not translate student dictated responses to open-ended items on the ELA PSSA or Literature Keystone</p>	<p>X</p> <p>Scribing interferes with measurement of independent writing skills; therefore, it is considered a unique accommodation for the TDA response.</p> <p>The LEA ensures the valid use of scribing for the TDA prompt.</p>	<p>X</p> <p>For online testers who require a scribe for open-ended responses, follow procedures for Mixed Mode testing.</p> <p>As a unique accommodation for the TDA prompt, follow same documentation procedure as shown in the Response Accommodation column on the left.</p>	<p>A scribe may not enter student's dictated responses directly into online test.</p> <p>The student who requires a scribe for <u>all</u> responses must use the paper test version.</p>
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RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Exam from a non-English language into English, including short answer responses, TDA responses, and constructed responses. Scribing for the TDA prompt requires submission of documentation to PDE:</p> <ol style="list-style-type: none"> 1) MUST complete, sign, attach to email and submit the Scribing Unique Accommodation Form to PDE at: ra-accommodations@pa.gov 2) District must retain IEP/504/student record documentation as evidence for this accommodation 3) No approval response from PDE will be given for this item <p>Broken/injured hand/arm: *See Table C</p> <p>Must follow Read Aloud and Scribing Guidelines for Operational Assessments</p> <p>Dictation using voice-to-text software, such as Dragon Dictate, requires approval from PDE. See Request for Approval form.</p> <p>*See Table C</p>			
<p>Spanish-English Mathematics, Science, Algebra, and Biology tests</p> <p>Student responds in corresponding answer booklet in English OR Spanish</p> <p>ELs enrolled in U.S. schools for 3 years or less are eligible</p>	X		Not available online

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Transcribe</i></p> <p>Responses that are separately written or typed must be transcribed verbatim by testing coordinator or designee.</p> <p>The Handbook for Assessment Coordinators recommends the presence of two people during the transcription of secure test materials.</p> <p>Allowed for all subject areas</p> <p>All original student work must be securely destroyed by testing coordinator</p> <p>If the student typically types open-ended responses that must be transcribed to paper test, then the student should be offered the online version</p> <p>Individual student(s) may enroll for online test even if the rest of the school or district is using paper. DRC customer service will assist newcomers to the online test version</p> <p>Transcribing from voice-to-text software, such as Dragon Dictate, requires approval from PDE. See Request for Approval form.</p>	X	X	<p>Students who require transcribing for <u>all</u> responses must use the paper test version</p> <p>PSSA online testers: If the student handwrites a response for the online test, the Mixed Mode accommodation applies</p> <p>Keystone online testers: Mixed Mode is not available. If student is unable to key in constructed responses independently, SAC or designee transcribes directly into the student's online test. The SAC may need to unlock the student's test ticket if the transcription is completed after the student has completed/ended the corresponding module. The student responds to all multiple-choice items via the online test.</p>

RESPONSE ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p>Visual/graphic organizers</p> <p>Blank graph paper, large-squared paper, special lined paper, scratch paper, may be used throughout the assessment at student's request</p> <p>Overhead transparency paper is not allowed</p> <p>Student may create own graphic organizer on the scratch paper at the time of testing</p>	X	X	
<p>Voice-to-text</p> <p>Requires approval as a unique accommodation from PDE</p> <p>See Computer Assistive Technology in Table C</p>	X		The online system is not interoperable with assistive devices and/or software

SETTING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Hospital/home</i></p> <p>LEA must provide secure location for daily return of test materials by test administrator</p> <p>Arrangements should be made to allow for the testing of a student who is a patient in a hospital or who is confined to the home during the testing period and is receiving educational services</p>	X		
<p><i>Separate Setting</i></p> <p>Some students benefit from a separate setting to reduce distractions for themselves and others</p>	X	X	
<p><i>One-on-One</i></p> <p>Some students benefit from a separate setting to reduce distractions and/or provide read aloud, signing, or translation</p> <p>Must be used for scribing and read aloud of all test items</p> <p>Online test with audio <i>without</i> headphones requires one-on-one setting</p> <p>See Read Aloud All Allowable Test Items regarding students who require ALL allowable test items read aloud, signed, or translated.</p> <p>Mark "Separate Setting" bubble</p>	X	X	

SETTING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Small group (1-5)</i></p> <p>Some students require a separate setting to accommodate read aloud of ALL allowable test items, adaptive devices, distractibility, and/or other unique needs</p> <p>Small group of 1-5 must be used for read aloud, signing, or translation of ALL Mathematics, Algebra, Science, Biology, multiple-choice language items and TDA prompt.</p>	X	X	
<p><i>Small group (1-12)</i></p> <p>Some students require a separate setting to reduce distractions, provide scheduled extended time, or provide a read aloud for SOME allowable test items.</p>	X	X	
<p><i>Noise Canceling Headphones or Ear Buds</i></p> <p>Some students benefit from wearing noise buffers to minimize distraction and maximize concentration.</p> <p><i>"Other" is bubbled for this accommodation.</i></p>	X	X	

TIMING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Extended Time</i></p> <p>Keystone and PSSA tests are untimed, therefore any student may be given additional time beyond the scheduled test session</p> <p>Students must have sufficient time to complete a section prior to end of the school day</p> <p>Students may not revisit a section of the test on subsequent days</p> <p>Test sections must be administered in sequence</p> <p>Students may request extended time beyond the regular test time as long as they are working productively</p> <p>Mark “Extended time” bubble for students who require more time than the rest of the regular testing group and may need to move to the extended time area (or remain longer than other students in the testing area) to complete the test</p> <p>*See <u>Table C</u></p>	X	X	

TIMING ACCOMMODATION	ALLOWABLE FOR PAPER	ALLOWABLE FOR ONLINE	PROVIDED BY ONLINE SYSTEM
<p><i>Frequent Breaks</i></p> <p>Refers to frequent breaks within a regularly scheduled test session</p> <p>Do not mark “Frequent breaks” bubble for regular breaks between sections or modules of a test</p> <p>Consider a separate setting for students who require frequent breaks within a test section, e.g. every 15 minutes</p> <p>Students must be monitored during all breaks</p>	X	X	
<p><i>Changed Test Schedule</i></p> <p>Test is administered in the time of day to accommodate student’s medical or learning needs</p> <p>Some schools schedule more than one test session in a single day, and student requires single day sessions to accommodate medical or learning needs</p>	X	X	

TABLE C

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Broken Arm/Injury

- Many students, with an injury that interferes with their ability to mark/write their own test answers, have already developed a way to respond to instructional materials and assessments using the non-injured arm/hand, either through paper/pencil or through keyboarding if the injury has occurred before testing. This allows the best opportunity for students to independently think and respond to test questions
- Keyboarding or use of non-injured hand is allowed for all subject areas. Specific transcribing guidelines apply
- If student is unable to use the non-injured arm/hand and must use scribing (dictation), all scribing guidelines apply
- Include the student in decisions regarding how best to respond to test questions

Record the accommodation in the student's record folder

Color Blindness

- The test booklets are black-on-white printing and graphics
- The answer booklets are in color-on-white printing
- Student may mark answers in the test booklet; the SAC may **transcribe verbatim** the responses into matching answer booklet
- If the student is unable to see the colored printed open-ended question(s) in the answer booklet, allowable questions may be read aloud. If student is unable to access color print questions on ELA or Literature test, SAC must contact PDE regarding approval for a unique accommodation.
- SAC may allow student to view the **front cover** of the grade level answer booklet to determine if student can see the print before testing begins

See [Request for Approval](#) form.

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Computer Assistive Technology (CAT)

CAT may include, but is not limited to, electronic screen readers, Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking, etc. Use of CAT is intended for a student with a disability that precludes him/her from accessing instructional and testing materials through typical means such as the hard copy test booklet or the online version. It is not intended for the student who is simply performing below grade level. The student uses CAT routinely during classroom instruction and assessment in this **subject** (both before and after the test is administered). The use of CAT such as an electronic reader is documented in the student's IEP or 504 Plan. PDE MUST approve the CAT and all program functions PRIOR to paper/pencil Keystone and PSSA test window. See [Request for Approval](#) form.

If approved, grammar, spelling, word prediction with topic specific dictionary, internet, thesaurus, dictionary and all other functions and stored files that might cue the student in any way must be disabled. Audio function is not allowable for ELA and literature tests.

It should be noted that the availability of the online version of the PSSA and Keystone tests may provide sufficient support and meet the needs of the student for testing.

Concussion

If a student has been diagnosed with a concussive injury **within 2 weeks** prior to testing, and there is current medical documentation stating the student may not participate in standardized testing, the student should be coded as "Recent Medical Emergency" on the front page of the booklet. **Documentation covers all subject area tests following the injury.** This does not impact the school's participation rate.

If a student has been diagnosed with a concussive injury **more than 2 weeks** prior to testing, and there is medical documentation **within two weeks** of the testing window that states the student may not participate in standardized testing, the student should be coded as "Recent Medical Emergency" on the front page of the booklet. This does not impact the school's participation rate.

If there is **not** recent medical documentation (within two weeks of the testing window) stating that the student may not participate in standardized testing, and the school still determines that the student cannot or should not participate in the test due to his/her medical condition, the school must attach the student's precode label and return the booklet with no student responses. The test coordinator should bubble in "Other" on page 1 of the answer booklet. This will have a negative effect on a school's participation rate.

Federal Accountability requires at least a 95% participation rate to meet guidelines. Provided that the number of students not testing remains reasonable (5% or under), a school will meet requirements for participation rate.

Note: *"Recent Medical Emergency" bubble does not override a completed section in answer booklet. Call PDE for directions if student has partially completed a section(s) before injury occurs.*

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

De-spiral Test Booklets

De-spiraling, or distributing the test booklets out of sequenced order, is not allowed for the PSSA or Keystone tests. This practice interferes with valid and reliable test data. It is very important that all students be represented on all different forms of the PSSA and Keystone tests. Otherwise, a particular group (e.g. students with an IEP) may be under-represented on field test data.

It is also important to remember that de-spiraling could precipitate a test security breach.

Exception to de-spiraling guidelines

De-spiraling the test forms is a special exception that must be documented and may NOT be done by the test **administrator** (i.e., the classroom teacher). Only test **coordinators** are permitted to de-spiral any test booklets. De-spiraling is only appropriate when the all test items must be read aloud, and only in a small group (no more than 5 students) setting.

Some circumstances that do NOT warrant de-spiraling:

- To accommodate students who need **some** test items read aloud
- To accommodate a teacher's "regular" classroom testing practice of reading all math and/or science test questions to the whole class

This exception is intended to assist those buildings that may have an unusually high number of students with an IEP who require all allowable test items to be read aloud. PDE recognizes that this unusual circumstance may cause a hardship on both students and test administrators if these students all had a different form of the test that needed to be read aloud. Therefore, if you have this situation in your building this year, you may follow the above guidelines and/or call PDE for more clarification.

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Educational Sign Language Interpreter

- Interpret the online testing tutorial to familiarize students with the allowable tools that may be utilized during the assessment
- Preview assessment materials up to 3 days prior to test administration in a secure location with a signed Confidentiality Agreement

Although students may use the VSL accommodation, Educational Sign Language Interpreter may be present during the assessment to guarantee access for clarification(s), and/or interpretation(s) as per allowable accommodations

Extended Time

Since the Keystone and PSSA are untimed tests, decisions must be made prior to testing that take into consideration the student's typical test-taking time requirements. For example, if the student typically remains with the regular test population during assessments, it might not be necessary to provide extended time beyond which the regular test population receives. However, it is imperative that **each student's** profile is given close consideration when determining the amount of extended time required and to provide that student with extended time beyond the regular untimed test situation.

Students identified prior to testing for extended time should be assigned to a separate setting for testing in order to prevent disruption in the regular scheduled testing area(s).

Glucose Monitor

Some blood glucose monitors are synchronized and/or accessed through a smartphone that is in the student's possession at all times for medical reasons.

- SAC must be notified of student's need
- The student's phone may remain on the TA's desk on silent mode with the student seated close enough for Bluetooth connection
- If this poses a health risk because the Bluetooth connection on the cell phone is not near enough to the student's body, the cell phone may remain on top of the student's desk in plain view of the TA at all times
- TA must ensure the student does not access the device for any other reason

Medical Plan and/or documentation regarding this accommodation is retained by the school

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Mixed-Mode Response

This is intended to replace scribing and transcribing for some students. This approach allows students to think and respond without test administrator interference.

Students who are unable to type their own open-ended response(s) into the online version of the test but are able to handwrite a response may now respond to all multiple choice questions online and may respond to open-ended questions on paper using their own handwriting.

Students must respond to all multiple choice items online and all open ended responses in matching paper booklet with student label affixed. No test administrator may type in a student's response in the online system.

No multiple choice responses in *paper* booklet will be used for student score with this option. DO NOT ALLOW STUDENTS TO MARK *MULTIPLE CHOICE BUBBLES* IN PAPER BOOKLET.

No open-ended responses entered into online system will be used for student score with this option. DO NOT ALLOW STUDENTS TO RESPOND TO *OPEN-ENDED QUESTIONS* IN ONLINE SYSTEM.

LEAs that are 100% online and need a paper booklet will contact DRC at 1-800-451-7849.

- Mark the "Multiple-choice items completed online; open-ended items completed in the answer booklet" bubble on the booklet
- Indicate mixed mode on the student's record in eDIRECT

Read Aloud Test Directions

Test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers should be prepared to answer questions about item format, scoring rules, and timing. However, test readers should not answer questions about specific test items. Test readers may NOT read assessment directions associated with test items appearing in the actual test booklet, e.g. "**Read the following passage about wild ponies. Then answer questions 1–10**" or "**Use the figure below to answer question 00.**"

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Read Aloud Some Individual Words, Phrases, Sentences, or Items at student request

All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments.

It is permissible to read aloud a word, phrase, sentence or test item(s), as requested by the student, for the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items, and the Text Dependent Analysis prompt.

When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students.

Read Aloud All Allowable Test Items

All test readers must follow the Read Aloud and Scribing Guidelines for Operational Assessments.

Teachers should work closely with special education students to identify those students who need the most intensive intervention of having all allowable test items read aloud by the test administrator. These are the students (no more than 5 in the group) who may need the same form of the test read aloud to them by the test administrator. Keep in mind that reading aloud all test items to a group of students may artificially pace the students. Some students may be reluctant to ask the reader to slow down or repeat the question in a group setting.

Therefore, the online audio version of the test is recommended for students who require a read aloud of all or most of the test items on the Mathematics, Algebra I, Science, and Biology tests; multiple choice language items and the Text Dependent Analysis prompt. This allows students optimal independence in moving through the test at his/her own pace. The student may individually listen to a question being read aloud more than once as needed.

Occasionally, a non-IEP student requires all test items to be read aloud. This may be a student who has not yet been identified as needing special services, and may be included in the small group of 1-5 with IEP students. Documentation must be kept in the student record of the need for this intensive accommodation for both instruction and assessment. Tools 5 and 7 may be used for record keeping.

If the student does not require a read aloud of all math or science items for instruction, then the student does not require a read aloud of all math or science items for the PSSA or Keystone tests.

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Test Administrators, Proctors, PCAs, TSS

Some students may feel less anxious in a setting outside of the regular classroom and require an additional person, such as a Therapeutic Support Staff, to be present. It must be noted that these persons may not coach, or provide feedback (e.g., answer any questions pertaining to the content of the test, review rough drafts, or give any kind of feedback including indicating to students any items that need a second look) during or after completion of the test. This prohibition applies to test administrators, proctors, paraprofessionals, Personal Care Aide (PCA), Therapeutic Support Staff (TSS), or any other one-on-one aide who is assigned to a student during the administration of the state assessments. All persons assigned to the student(s) during testing must sign a Test Security Certification.

To prevent any suspicion of testing anomalies, PDE strongly encourages school entities not to allow teachers to be Test Administrators and/or Proctors of their own students. As such, it is recommended that other teachers be used as Test Administrators and/or Proctors, or that a Proctor be in the testing room with the teacher if the teacher acts as the Test Administrator of his/her own class or student(s), or when special settings, such as small group or one-on-one, are utilized.

In collaboration with the Bureau of Special Education, the following guidance is provided: A separate Test Administrator is required for test settings where an educational sign language interpreter has been assigned to interpret allowable Keystone and PSSA test material for a student(s). The School Assessment Coordinator must ensure that educational sign language interpreters for the Keystone and PSSA tests receive assessment training for these tests.

Note: A paraprofessional is permitted to administer the Keystone/PSSA tests with training. A PCA or TSS is *not* a test administrator and may not administer the PSSA tests or interact with test materials in any way whatsoever. A student teacher may observe test administration only and is prohibited from proctoring or administering the test.

Scribing (dictation to School Assessment Coordinator or designee)

Intended for a student with a physical disability or injury that severely limits or prevents the student's motor process of handwriting or keyboarding; OR a disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.

PDE recommends allowing a student with a fine motor skills disability to use the online test if bubbling in the answer grids in the paper answer booklet prohibits him from marking an answer. The online test presents one question at a time and the student chooses his response by pressing a key or clicking the mouse. The student may still use dictation for the written responses if needed.

If student does not use the online version, the student may mark his answer choices in the test booklet and the SAC may transcribe into the answer bubbles at a later time. This approach allows students to move at their own pace and to think and respond independently.

LEA/school must consider keyboarding for transcription or Mixed-Mode before using a human scribe (dictation).

All LEA/school scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT.

The scribing accommodation is intended for those students with a severe disability or injury that precludes them from responding to instructional and assessment materials through typical means, such as handwriting directly into the test/answer booklet or typing the response for transcription into the test/answer booklet by the School Assessment Coordinator.

Scribing requires a separate setting so that students are neither distracted nor influenced by other students' responses.

Because writing content is not being measured, scribing is allowable without PDE approval for these items:

- Allowable for all Literature Keystone, Algebra I Keystone, and Biology Keystone
- Allowable for all Math PSSA and Science PSSA
- Allowable for all grades ELA multiple choice
- Allowable for Grade 3 ELA short answer(s)

Due to the writing content being measured, scribing is not allowed for the following items. However if the student has no other means of responding then a unique accommodation is required:

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

- Grades 4-8 PSSA ELA text dependent analysis essays
- The district and school are responsible for making the determination that the student is only able to respond to the PSSA Text Dependent Analysis prompt by dictating responses to the School Assessment Coordinator (SAC) or designee.

If the student requires voice-to-text dictation, e.g. Dragon Dictate, a Request for Approval for a Unique Accommodation must be submitted to PDE. Follows directions on p. 61.

All scribes must follow the Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments posted on the PDE website and on eDIRECT.

Unique Accommodations

Unique accommodations may be requested for a student who would not otherwise be able to access the test material. Examples of unique circumstances include:

- Voice-to-text dictation software, such as Dragon Dictate, for a student with a significant motor, communication, or other disability that disallows the student from writing or typing his/her own response for the writing or TDA essay
- a student with a severe health-related disability that prevents the completion of a test section in one day

Because a unique accommodation might alter the test item content or validity of the student response, IEP teams need to be aware that the test results must be interpreted with caution. PDE *must* be contacted regarding a request for any unique accommodation. PDE *must* be contacted for any accommodation not listed in this manual. See [Request for Approval](#) form.

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Video Sign Language (VSL) Test Version

- The VSL online version is available for the PSSA Math, Science and **Keystone Algebra I and Biology** assessments. Students need to be identified as eligible for the sign language presentation accommodation by the Individual Education Plan (IEP) team, with documentation on the IEP and/or the Communication Plan. For a student who does not have an IEP, documentation should be included in the 504 Plan or other record.
- Students must use a sign language accommodation during instructional periods and assessments; it should not be used solely during PSSA assessments
- In order to access the VSL version, students must first be established in the Data Recognition Corporation (DRC) eDIRECT Test Setup system, with the corresponding VSL accommodation
- School Assessment Coordinators must indicate on students' eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session
- All other test setup for VSL students would be the same as other students testing online with accommodations, i.e., IEP teams and student instructional teams need to ensure that students become familiar with the technological and communication aspects of the assessment process, and have practice opportunities to view released test items in sign language format
- Utilization of the VSL accommodation does not replace students' onsite educational interpreter during the assessment, as he/she is required to be there to provide access for questions and/or concerns
- Educational interpreters continue to have access to testing materials in a secure location with the requirement they sign the Confidentiality Waiver, in order to prepare accurate interpretations

School Assessment Coordinator and Proctor:

- Following notification of a student needing the VSL presentation accommodation, ensure there is a dedicated computer that is capable to download the large video files and that it meets all of the additional criteria set forth by DRC
- Allow sufficient time to test the videos and VSL features, e.g., repositioning, pause, and replay
- Know which students are eligible for the VSL version, and specify on their eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session
- In advance, identify the number of students who will use the VSL accommodation to ensure recommended numbers for grouping for the sign language interpreter, e.g., up to 5 elementary students per small group; up to 3 secondary students per small group

Educational Sign Language Interpreter:

- Interpret the online testing tutorial to familiarize students with the allowable tools that may be utilized during the assessment
- Preview assessment materials up to 3 days prior to test administration in a secure location with a signed [Confidentiality Agreement](#)
- Although students may use the VSL accommodation, the interpreter may be present during the assessment to guarantee access for clarification(s), and/or interpretation(s) as per allowable accommodations

GUIDELINES FOR SPECIFIC ACCOMMODATIONS

Whisper Phone

Whisper phones can be distracting to those students who are not reading aloud. An optimal testing environment for all students must be provided, therefore it is not recommended to have students read aloud to themselves in a quiet testing area with other students. Some rooms may be large enough to allow a student to use a whisper phone out of hearing-range to other testers in the room. SAC must make that determination according the testing environment being used. All TAs must work with the SAC to provide the best testing environment for students.

REQUEST FOR APPROVAL

To apply for the use of any computer assistive technology or any other *unique* accommodation, an LEA must make a request to PDE no less than 8 weeks in advance of the testing window.

1. Complete the [Unique Accommodation Request](#) form.
2. Email the completed form with required documentation (IEP, 504) to:
ra-accommodations@pa.gov
3. The LEA will be notified regarding the request. Upon approval, the LEA must complete the provided confidentiality agreement form regarding the accommodation prior to testing.

SUPPLEMENTAL RESOURCES

Tool 1: Guidelines for Selecting Accommodations

Do ... make accommodations decisions based on individualized needs.

Don't ... make accommodations decisions based on whatever is easiest to do (e.g., not providing preferential seating).

Do ... select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't ... select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do ... be certain to document instructional and assessment accommodations on the IEP, 504 Plan, ESL Plan, or student record.

Don't ... use an accommodation that has not been documented on the IEP, 504 Plan, ESL Plan, or student record.

Do ... be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't ... assume that all instructional accommodations are appropriate for use on all assessments.

Do ... be specific about the where, when, who, and how of providing accommodations.

Don't ... simply indicate an accommodation will be provided "as appropriate" or "as needed."

Do ... refer to state accommodations policies and understand implications of selections.

Don't ... check every accommodation possible on a checklist simply to be safe.

Do ... evaluate accommodations used by the student.

Don't ... assume the same accommodations remain appropriate year after year.

Do ... get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP, 504, ESL, or instructional team planning meetings.

Don't ... make decisions about instructional and assessment accommodations alone.

Do ... provide accommodations for assessments routinely used for classroom instruction.

Don't ... provide an assessment accommodation for the first time on the day of a test.

Do ... select accommodations based on specific individual needs in each content area.

Don't ... assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Tool 2: Guidelines for Using Accommodations

Do ... place students in a small group of 1-5 for read aloud of all math, science, PSSA ELA language multiple choice test items.

Don't ... read aloud test items to the whole class.

Do ... place students in a small group of 1-12 for extended time, distractibility, changed test schedule, to replicate instructional setting.

Don't ... read aloud any part of the PSSA ELA or Literature Keystone Exam (see exception for PSSA ELA language multiple choice questions and ELA Text Dependent Analysis prompt).

Do ... enable students to be independent learners and test takers.

Don't ... use voice inflection, pointing, hinting, stickers or highlighters, posters, signs, student work, problem solving steps, scientific charts, grammar rules, reading strategies, or any other action or device to lead a student to a correct answer or away from a wrong answer.

Do ... ensure students have had sufficient practice with the online system tutorial.

Don't ... assume a read aloud of all test items is effective for all struggling readers.

Do ... allow students to continue testing as long as they are working productively.

Don't ... provide feedback, answer student questions about or explain test items.

Do ... allow only student created graphic organizers.

Don't ... allow calculation devices for the non-calculator part of the test or for any part of the Grade 3 test.

Do... allow student to review and edit what the scribe has written.

Don't ... require a student to spell aloud every word in a dictated response.

Do ... provide testing for student who may be hospitalized or homebound as long as the student is receiving educational services.

Don't ... allow students to discuss test items during breaks.

Do ... contact PDE for guidance and/or approval for a unique accommodation.

Don't ... allow students to go to lunch, gym, library, etc., during a session.

Do ... contact PDE for guidance regarding special circumstances such as death in the family, serious illness, or medical condition.

Don't ... allow a test section to be completed on a separate day.

Tool 3: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. What is your best class?

2. Explain what you do well in this class.

The things you said you can do well are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What is the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you may have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes	Accommodations

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

Tool 4: Parent Input in Accommodations

Questions Parents Should Ask About Accommodations in Instruction and Assessments

About Instruction

- Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child in instruction or on assessments?
- What accommodations does my child need to access and reach academic standards?
- Are there accommodations that could be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- Are the accommodations my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?
- How are the staff members who work with my child providing accommodations (regular, special education, or other staff)?

About Assessment

- How are the staff members who work with my child providing accommodations (across regular, special education, or other staff)?
- What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on state tests also provided for district tests?
- Can my child participate in part of an assessment with or without accommodations?
- If my child is not taking the general assessment, is it because the test is “too hard” or because the accommodation needed is not allowed on the assessment?
- Are there consequences for allowing certain changes to how my child participates in a test? How will my child’s test scores count?
- Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's IEP or 504 plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child needs accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on a test, is there another option to support the student that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test?

List other questions here.

Adapted from Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment. Questions are based in part on questions and content from NCLD's Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students with Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003), by Martha Thurlow, Judy Elliott, and James Ysseldyke.

Tool 5: Accommodations Use in the Classroom

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student _____

Date _____

What accommodation(s) does the student use in the classroom? List them under “accommodation” in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
1. Is it noted in student's IEP?					
2. For what task(s) is it used (e.g., task type* or content/standard)?					
3. Does the student use it for that task every time? Note how often.					
4. Is the need for it fixed or changing?					
5. Does the student use it alone or with assistance (e.g., paraprofessional, peers)?					
6. Notes (e.g., does one accommodation seem more effective used with another on a task?).					

*How taking in or responding to information presented, solving or organizing information, specific content/standards being learned or assessed, etc.

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.

Tool 6: After-Test Accommodations Questions

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student _____

Date _____

Questions	Test Taken (List)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No

Student signature: _____

Assistant signature (if applicable): _____

Adapted from Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.

Tool 7: Assessment Accommodations Plan

Student Information

Name: _____

Date of Assessment: _____

Name of Assessment: _____

Case Information

Special Education Teacher: _____

School Year: _____

Building/School: _____

General Education Teacher: _____

Assessment accommodations that student needs for this assessment and date arranged:

Accommodation/Date

	Accommodation	Date
1.		
2.		
3.		
4.		

Comments:

Person responsible for arranging accommodations and due date:

Person Responsible/Due Date

	Person Responsible	Due Date
1.		
2.		
3.		
4.		

Comments:

Room assignment for assessment:

Planners for this process (signatures): _____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.



Confidentiality Agreement for Language Interpreters/Sight Translators and Educational Sign Language Interpreters

Test security and student confidentiality are of the utmost importance to the Pennsylvania Department of Education, and it is the Department's obligation to protect information about tests and students in the assessment process. Such information includes performance tasks, multiple-choice items, scoring rubrics, and student responses used in the Pennsylvania System of School Assessment and Keystone Assessments. The nature and quality of an individual student's performance must not be released.

Qualified interpreters/sign translators (for languages other than English) and Educational sign language interpreters may review test materials up to three days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal or test coordinator. Materials may not be removed from the secure location. Filing or retaining any notes beyond the testing window or making copies of any kind is strictly prohibited.

These assessments rely on the measurement of individual achievement. Any deviation from the assessment procedures outlined in the assessment and accommodation manuals [group work, teacher coaching (e.g. paraphrasing, explaining, giving suggestions about test items), pre-teaching or pre-release of the performance tasks or assessment items, use of old Pennsylvania assessments as preparation tools, etc.] is strictly prohibited and will be considered a violation of test security. Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores or compromise the integrity of the state assessment system will be subject to disciplinary action under sections 1259-1267 of the School Code (24 P.S. Sections 12-1259-12-1267).

We are certain that you share our concern that all items and students' responses be handled in a professional and confidential manner. By signing this agreement, you acknowledge that you have read and understand this Confidentiality Agreement and agree to abide by these requirements.

Legal First Name (print)	MI	Legal Last Name (print)
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Title	Address	Telephone
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Signature	Date
-----------	------

Signature (principal or test coordinator)	Date
---	------

Contact Information

Data Recognition Corp. (DRC)
Customer Service
1-800-451-7849

PASA Project
University of Pittsburgh
5168 Wesley W. Posvar Hall
Pittsburgh, PA 15260
(412) 648-7363

PaTTAN - Harrisburg
6340 Flank Drive
Harrisburg, PA 17112
(717) 541-4960
(800) 360-7282 in PA only

PaTTAN - East
333 Technology Drive
Malvern, PA
(610) 265-7321
(800) 441-3215

PaTTAN - Pittsburgh
3190 William Pitt Way
Pittsburgh, PA 15238
(412) 826-2336
(800) 446-5607 in PA only

Pennsylvania Department of Education
Bureau of Assessment and Accountability
333 Market Street
Harrisburg, PA 17126
717-787-4234 or 717-705-2343

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126
717-783-2311

Acknowledgements

This document is modeled on the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities, Third Edition* developed in collaboration with members of the Professional Development and Communications Study Group of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS). The SCASS ASES addresses the inclusion of students with disabilities in large-scale standards, assessments and accountability systems and the effects of these systems on related educational reform efforts.

This document was developed by the Bureau of Accountability and Assessment and the Bureau of Special Education of the Pennsylvania Department of Education in 2013. This document is revised annually by the Bureau of Curriculum, Assessment, and Instruction.

National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

Maryland Accommodations Manual for Use in Instruction and Assessment, 7/2/2012 Issue ID 201207

PARCC Accessibility Features and Accommodations Manual: *Guidance for Districts and Decision-Making Teams to Ensure that PARCC Mid-Year, Performance-Based, and End-of-Year Assessments Produce Valid Results for All Students, First Edition*, PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) Available on the World Wide Web at:
<http://www.parcconline.org/parcc-assessment-policies>

Sample PSSA ELA Accommodations Page

FOR SCHOOL PERSONNEL ONLY

ACCOMMODATIONS SECTION

This section must be completed for assessed students only, if applicable.

4. Student used the following Presentation Accommodations (mark all that apply, if any):

- ☐ Braille format
- ☐ Large-print format
- ☐ Computer Assistive Technology—does not apply to online testing (PDE must approve the program and all functions)
- ☐ Some language questions/text-dependent analysis prompts read aloud
- ☐ All language questions/text-dependent analysis prompts read aloud
- ☐ Text-dependent analysis prompts signed
- ☐ Text-dependent analysis prompts interpreted for EL
- ☐ Amplification device
- ☐ Magnification device
- ☐ Color overlay
- ☐ Other (noise buffers, whisper phone, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE)

5. Student used the following Setting Accommodations (mark all that apply, if any):

- ☐ Hospital/home setting
- ☐ One-on-one setting
- ☐ Small group setting
- ☐ Other (as indicated in Accommodations Guidelines or approved by PDE)

6. Student used the following Timing Accommodations (mark all that apply, if any):

- ☐ Extended time
- ☐ Frequent breaks
- ☐ Changed test schedule
- ☐ Other (as indicated in Accommodations Guidelines or approved by PDE)

7. Student used the following Response Accommodations (mark all that apply, if any):

- ☐ Mixed Mode: Student completed multiple-choice items online and open-ended items in the answer booklet
- ☐ Assessment Coordinator or designee marked multiple-choice responses at student's direction
- ☐ Assessment Coordinator or designee scribed TDA responses at student's direction with documentation (per Accommodations Guidelines)
- ☐ Assessment Coordinator or designee transcribed student responses (per Accommodations Guidelines)
- ☐ Keyboard, word processor, or computer—does not apply to online testing (per Accommodations Guidelines)
- ☐ Braille/Note taker (per Accommodations Guidelines)
- ☐ Augmentative communication device
- ☐ Computer Assistive Technology—does not apply to online testing (PDE must approve the program and all functions)
- ☐ Other (special paper, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE)

Student responses from Braille, large-print, or electronic formats MUST be transcribed into a standard-print answer booklet.

Please refer to the Accommodations Guidelines at www.education.pa.gov for further clarification regarding the use of all accommodations.

LOCAL STUDENT ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

OPTIONAL FIELD
<input type="radio"/> Option 1
<input type="radio"/> Option 2
<input type="radio"/> Option 3
<input type="radio"/> Option 4

SUPPLEMENTAL DATA FIELD												
A	B	C	D	E	F	G	H	I	J	K	L	M
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

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Page 3

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