

SECTION III: TEST ACCOMMODATIONS ACHIEVEMENT/MAAS ASSESSMENTS

2009-2010 Allowable Accommodations Chart

| Test Accommodation | TCAP Achievement/MAAS Grades 3-8 | TCAP End-of-Course (EOC) | TCAP Gateway | TCAP Writing |
|---|-----------------------------------|-----------------------------------|-----------------------------------|--------------|
| Braille or Large Print | | | | |
| Sign Oral Instructions Verbatim | | | | |
| Re-read/sign Oral Instructions Verbatim | | | | |
| Calculator /Mathematics Tables | <i>Test Administration Manual</i> | <i>Test administration Manual</i> | <i>Test administration Manual</i> | |
| Flexible Setting | | | | |
| Visual/Tactile Aids | | | | |
| Auditory Aids | | | | |
| Multiple Testing Sessions | | | | |
| Flexible Scheduling | | | | |
| Scribe/Recording Answers | | | | |
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| Marking in Test Booklet | | | | |
| Student Reads Aloud to Self | | | | |

For questions regarding Special Education Assessments contact Lori Nixon (615) 741-0720



2009-2010 TCAP Allowable Accommodations ACHIEVEMENT/MAAS Assessments (For use by *any* student—General Education, Special Education, and ELL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** Use of Allowable Accommodations should be based on individual student need. Allowable Accommodations do not apply to an entire general education classroom, but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodations with the student prior to testing. More information about Allowable Accommodations is available

<http://state.tn.us/education/assessment/accommodations.shtml>

TCAP Allowable Accommodations are specifically defined as follows:

- **Braille/Large Print:** Any Braille or Large Print test must be requested in advance. Braille and Large Print versions are available for all Achievement/MAAS Assessments. Readers for illustrations and graphs are permitted with the Large Print or Braille versions of the TCAP Assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.

Braille Test Instructions

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
3. Special Accommodations may be used only if indicated on the student's IEP (including extended time). See Section III, 2009–2010 Special Accommodations, for additional information.
4. Complete the student demographic information on the student's answer document. Ensure that the circles for Braille and any accommodations used have been bubbled. Do not bubble the test version.
5. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document.
6. Place the transcribed answer document under a separate Group Information Sheet (GIS) for the student's teacher.
7. The Braille test with the completed label and corresponding audiotope must be returned to the State in the white box along with the transcribed answer document.

Large Print Test Instructions

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
3. Special Accommodations may be used only if indicated on the student's IEP (including extended time). See Section III, 2009–2010 Special Accommodations, for additional information.
4. Complete the student demographic information on the student's answer document. Ensure that the circle for Large Print and any accommodations used have been bubbled.
5. Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.
6. Place the transcribed answer document under the appropriate Group Information Sheet for the student's teacher.
7. The Large Print test booklet with the completed label should be returned to the State in the white boxes with all other answer documents.

- **Signing Instructions:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.
- **Repeating Instructions:** Directions normally read aloud or signed to students may be reread/signed verbatim as needed.
- **Calculators/Mathematics Tables:** Calculators and/or Mathematics tables **may** be used only on the Math test. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should refer to the Special Accommodations section. Math tables for are defined as the following: Addition, Subtraction, Multiplication, and Division.

For additional information concerning appropriate calculator use, see Mathematics Calculator Use located in Section II of this manual.

- **Flexible Setting:** Students may take TCAP Assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

- **Visual/Tactile Aids:** Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers, including white noise machines.
- **Multiple Testing Sessions (Within Same School Day):** A content area may be given in smaller segments adhering to the allotted time for that content area as specified on page 25. Each content area (Parts 1 and 2) given must be completed within the same school day. Use of this accommodation requires an individual or a small group setting. Breaks taken by the student during the testing period must be closely supervised. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.
- **Flexible Scheduling:** A content area may be administered at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Extended breaks between Parts 1 and 2 may be given to the student. Each content area (Parts 1 and 2) given must be completed within the same school day. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.
- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial scribe. A scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS). All transcribed answer documents must travel with the test books from which student answers have been transcribed.
- **Marking in Test Booklet:** Students taking Achievement/MAAS Assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.
- **Student Reads Aloud to Self:** The student may read aloud the assessment being administered to him/her in an individual setting.