

2009-2010 Special Accommodations Chart

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement/MAAS Grades 3-8	TCAP Gateway	TCAP End of Course (EOC)	TCAP Writing	Required Conditions for Accommodations
A. Extended Time	—Extended Time limits determined by IEP Team or 504 Review Committee —504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—NOT APPLICABLE – Untimed	—EOC – Extended Time limits determined by IEP Team or 504 Review Committee —504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—Extended Time limits determined by IEP Team or 504 Review Committee	Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom. —IEP or 504 Plan
B. Read Aloud Internal Test Instructions	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As indicated for all tests/subtests, including those measuring reading language arts
C. Read Aloud Internal Test Items	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As indicated for all tests/subtests, including those measuring reading language arts
D. Prompting upon Request	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests —IEPs Only – May be used for <u>all</u> subtests	—504 Service Plan – See <i>Test Administration Manual</i> for allowable tests —IEPs Only – May be used for <u>all</u> EOC tests, including EOC English I	—NA – No Internal Test Instructions. Prompt is routinely read aloud	—504 Service Plan – As indicated for use on tests not measuring reading/language arts —IEP ONLY – As appropriately indicated for all tests/subtests, including those measuring reading language arts
E. Interpreter Signs/Cues Test	—IEPs Only – May be used for <u>ALL</u> subtests	—IEPs Only – May be used for <u>ALL</u> subtests	—IEPs Only – May be used for <u>all</u> subtests	—IEPs Only – May be used for <u>ALL</u> subtests	—As indicated on IEP with verified Hearing Impairment/Deafness
F. Student Reads into Audio Recorder: Plays Back Immediately to Self	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—Extended Time limits determined by IEP Team or 504 Review Committee	—IEP or 504 Plan
G. Calculator / Mathematics Tables	—Math Only —Multiplications, Division, Subtraction, Addition Tables —See <i>Test Administration Manual</i> for Calculator Policy	—Algebra I Only —Multiplications, Division, Subtraction, Addition, Square Root Table —See <i>Test Administration Manual</i> for Calculator Policy	—Algebra I Only —Multiplications, Division, Subtraction, Addition, Square Root Table —See <i>Test Administration Manual</i> for Calculator Policy	—NOT APPLICABLE – No calculations	—IEP or 504 Plan
H. Manipulatives	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—NOT APPLICABLE – No calculations	—IEP or 504 Service Plan goal in mathematics where Manipulatives are consistently used
I. Assistive Technology	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—See <i>Test Administration Manual</i> for directions	—IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) —Technology used as accommodation is necessary for post-school success
J. Scribe	—Allowable Accommodation	—Allowable Accommodation	—Allowable Accommodation	—See <i>Test Administration Manual</i> for Directions	—As indicated on IEP or 504 Service Plan where used consistently in educational program or —Due to short-term physical disability to write
K. Unique Accommodations	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—DOE Approval required prior to use. Please see <i>Unique Adaptive Accommodations Request Form</i> .	—IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program

Refer to *TCAP Allowable/Special Addenda and Instructions* for individual TCAP Assessments – Achievement, Writing, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.

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

Test administration questions related to Special Accommodations should be directed to Assessment, Evaluation, and Research Division at (615) 741-0720. Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at

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

The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. If the accommodation determined by the IEP Team as necessary for use on TCAP Assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a *Unique Adaptive Accommodation Request form* may be submitted to the Department of Education for review. Unique Adaptive Accommodation Request forms can be downloaded from

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

A. Extended Time:

Extended Time may be used as an accommodation on any timed test. **The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee.** This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. No test should be administered more than 75 minutes without allowing for a 10-minute break. Breaks taken by the student during the testing period must be closely supervised.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual or small group setting with other students needing the same accommodation.
- Each test/content area must be completed within one school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation A** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

B. Read Aloud Internal Test Instructions:

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan. Reading Aloud–Internal Test Instructions may be used on all content areas, as needed, by students with IEPs.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual or small group setting with other students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Each test/subtest must be completed within one school day.
- All testing must be completed within the system's testing window.
- The Test Administrator *may not explain the meaning of any words* read to the student.

Test Administrators must verify that the circle for **Special Accommodation B** is bubbled on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan,*

Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.

C. Read Aloud Internal Test Items:

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan.

Students with 504 Service Plans: The use of Reading Aloud–Internal Test Items for tests that **do not** measure Reading/Language Arts is permitted for students who have documented need.

Students with IEP documentation: Reading Aloud–Internal Test Items may be used on all tests, including those measuring Reading/Language Arts, as appropriate. Students using this accommodation are to be as independent as possible. The IEP Team must specify the extent to which the student is to receive the accommodation during the administration of a TCAP Assessment (e.g., the entire test is read aloud or certain passages are read aloud).

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual or small group setting with other students needing the same accommodation.
- Each test/content area must be completed within one school day.
- All testing must be completed within the system's testing window.
- The Test Administrator *may not explain the meaning of any words* read to the student.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

Test Administrators must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

Note: Regulations under NCLB do not extend use of "Reading Aloud Internal Test Items" to measure reading/language for students with 504 Service Plans.

D. Prompting upon Request:

Prompting upon Request must be documented in the student's IEP or 504 Service Plan.

Students with 504 Service Plans: The use of Prompting upon Request for tests that **do not** measure Reading/Language Arts is permitted for students who have documented need.

Students with IEP documentation: Prompting upon Request may be used on all tests, including those measuring Reading/Language Arts.

This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator *may not explain the meaning of any words* read to the student.

- Each test/content area must be completed within one school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation D** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

E. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to a word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. *Shortcut signs are not to be created during the actual administration of a TCAP test.*

Eligible students must receive this accommodation under the following conditions:

- Finger spelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc., in the same manner they are signed when used during classroom instruction and similar classroom assessments.
- The interpreter is not to sign information that would provide the student with the answer. For example, a question asks: Which digit is in the thousands place in the number 3,849? The interpreter would sign the number as "three-comma-eight-four-nine" instead of "three thousand eight hundred forty-nine."
- The student must be tested in an individual or small group setting with students needing the same accommodation.
- Each test/content area must be completed within one school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation E** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

F. Student Reads into Audio Recorder/Plays Back Immediately for Comprehension:

Special Accommodation F may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Extended Time limits may be determined by the student's IEP Team or 504 Review Committee. Accommodation F may be useful in situations where Accommodation B or C is not permitted (e.g., Reading/Language Arts subtests of the Achievement Test).

Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank audiotape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested during the same testing session as other students.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.

- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
- The student’s responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
- Each test/content area must be completed within one school day.
- All testing must be completed within the system’s testing window.
- The used audiotape must be returned according to the following procedures:
 1. Label the audiotape with the student’s name, unique student ID, grade, school, system, and teacher name.
 2. Upon completion of the test, audiotape should be returned to its protective casing and sealed.
 3. Place the sealed and labeled audiotape in an envelope for return. *Under no circumstances may audiotapes be retained or copied.*
 4. Via Priority Mail, send the envelope to:

**Tennessee Department of Education
Assessment, Evaluation, and Research Division
TPS Complex–Hardison Building
1252 Foster Avenue
Nashville, TN 37243
Attn: Achievement Program Manager**

Note: If using U.S. mail, use 37243 as the ZIP code. If using UPS or FedEx, use 37210 as ZIP code.

Test Administrators must verify that the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

G. Calculator/Mathematics Tables: Mathematics:

Special Accommodation G is only to be used if Calculators/Mathematics Tables have been prohibited by System. Do **not** mark G on student’s answer document if calculators/Mathematics tables are allowed in System. Special Accommodation G may be used only on the Math test.

Eligible students must receive this accommodation under the following conditions:

- Calculators and/or Mathematics tables **may** be used only on the Math test. Math tables 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.

Test Administrators must verify that the circle for **Special Accommodation G** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

H. Manipulatives:

Special Accommodation H may be used on the Math test by students with IEPs or 504 Service Plans *where manipulatives are used consistently throughout the Mathematics program.*

Manipulatives include number lines, counters, shapes, textured material (e.g., sandpaper), representations

of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP Assessments must be the *same manipulatives* used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in Mathematics instruction, those manipulatives should be brought to the Mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in an individual or small group setting with students needing the same accommodation.
- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may **not** review the test to determine if additional manipulatives are needed.

Test Administrators must verify that the circle for **Special Accommodation H** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

I. Assistive Technology:

Special Accommodation I may be used by students with an IEP or 504 Service Plans where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to, computers, speech synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read Aloud” the Reading/Language Arts content area of the Achievement Test requires IEP documentation of Accommodation C (Read Aloud Internal Test Items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure that it is in working order.
- Use of prediction software, electronic spellers, spell check, and/or grammar check utilities is prohibited.
- All student responses must be transcribed to the student’s answer document.
- All documents, computer discs, and any records of student responses must be returned to the State.
- The Building Level Testing Coordinator must verify that test items and student responses are removed from computer hard drives.
- Each test/subtest must be completed within one school day.
- All testing must be completed within the system’s testing window.

Test Administrators must verify that the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or Special Education Hours is darkened on the answer document.*

K. Unique Accommodations:

If the accommodation determined by the IEP Team as necessary for use on TCAP Assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a *Unique Adaptive Accommodation Request form* may be submitted to the Department of Education for review. Unique Adaptive Accommodation Request forms can be downloaded from

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

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request form*. All *Unique Adaptive Accommodations Request forms* should be received by the Department of Education Office of Assessment, Evaluation, and Research no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodations Request forms* should be submitted Department of Education Office of Assessment, Evaluation, and Research for review and approval.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request form* should be considered:

- The use of the accommodation must be currently documented in the student’s IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum*, but a copy of the approved *Unique Adaptive Accommodations Request form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student’s disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student’s regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP Assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or the number of answer choices **will not be considered**.

Test Administrators must verify that the circle for **Special Accommodation K** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives special education services is darkened on the answer document.*

Testing Irregularities:

It is the responsibility of each school’s lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the student’s IEP or 504 Service Plan. It is the test Administrator’s responsibility to obtain a list of all students using Allowable and/ or Special Accommodations and to ensure that all accommodations are applied appropriately.

An online Report of Irregularity must be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.
2. A student does not qualify for a Special Accommodation but receives it.
3. A Student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.