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: A change in a test administration that alters how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, for students with disabilities and English Learners. They do not, however, reduce learning expectations. There are two types of accommodations.

1. **standard accommodations** provide access to the assessment without altering the construct measured by the assessment.
2. **conditional accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria. State Board Rule restricts this accommodation to a small percentage of students.

practices that are often included in test administration manuals (e.g., minimizing distractions).

: Embargoed data are considered all summary results including state, system, and school results and shall not be discussed at public meetings or released to the public or the media by districts until they have been publicly released by the state. This public release is generally made by the State School Superintendent. Local superintendents and STCs are notified of the public release of data. Data that have been publicly released to the general public and media sources on www.gadoe.org are not embargoed. student data such as Individual Student Reports (ISRs) and Class Rosters may be used for internal district operations, including program and instructional planning for students and are not considered embargoed information. In addition, student scores and ISRs may be shared with individual parents/guardians per local policy decisions.

: Under ESSA, an English language assessment must be given annually to all English Learners to measure their level of English proficiency. The test must measure competence in both social and academic language.

Refers to students whose native language is not English and who are eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in SBOE Rule 160-4-5-.02 Language Assistance: Programs for English Learners.

: Refers to coding on assessments for students who have exited the ESOL program in the past four years. Coding for the purposes of Student Record for students having exited from the ESOL program is defined by Data Collections.

Refers to coding on assessments for students who have exited the ESOL program in the past four years. Coding for the purposes of Student Record for students having exited from the ESOL program is defined by Data Collections. ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F

Students who do not have an identified disability or EL status. Although we understand that students with disabilities, ELs, and ELs with disabilities are also general education students, we use this term as a simple way to refer to student who does not have a disability, are not identified as an EL, or who are not identified as an EL with a disability.

Testing anomaly that warrants nullifying scores.

Testing anomaly that warrants a report and coding, but test scores stand. An invalidation may be necessary following the review of a reported irregularity.

: Competence in the areas of listening, speaking, reading, writing, and comprehension.

Testing anomaly, usually related to an ineligible conditional accommodation, that warrants nullifying scores.

: A coding used for instances in which a student was present for testing and provided the opportunity to do so but was unable to test. A parental/student refusal to take a state assessment is not an allowable use of PTNA.

To write/record student responses, in the manner described in this Handbook, on an answer document or online test form as prescribed in an IEP, IAP/504, or EL/TPC.

: Clearly described assessment procedures for assessment administration.

: A test designed with specific psychometric properties which is administered and scored following a prescribed procedure so that resulting scores carry the same meaning.

students are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, or English Learner/Testing Participation Committee (EL/TPC).

academic levels and are aligned with content and achievement standards, curriculum, and instruction.

Both federal and state laws also require that all students with disabilities be administered assessments intended to hold schools accountable for the academic achievement of students. IEP and IAP team members must actively engage in a planning process that ensures the participation of students with disabilities in mandated assessment programs in one of three ways:

- in the general assessment program with no accommodations,
- in the general assessment program with accommodations, or
- x in the alternate assessment programs for students with significant cognitive disabilities.

In addition, IEP, IAP, and EL/TPC team members must include the provision of accommodations as needed to facilitate student access to grade-level instruction and to state assessments.

establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material and/or content.

The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Current technology enables educators to introduce computer-based instruction and assessment accessibility supports that facilitate individualized educational processes. The purpose of these supports is to reduce or eliminate the effects of barriers that prevent students from demonstrating what they know and can do.

. Instead, accessibility supports administrative procedures, universal tools and accommodations empower students with a multitude of choices, enabling them to access instructional and assessment content effectively.

These individualized approaches to accessibility also place greater responsibility on educator teams and individuals who make decisions about which specific supports students need and should receive among a variety of accessibility choices.

Accessibility supports provided to a student during state assessments must also be provided during classroom instruction 11.04 TftI TJETQq0.00000912 0 61g(u)3(st)9()9(al)-7(so)5()9rsupports provided to a s

when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal accessibility tools available on the assessment also may help students decide which tools are appropriate and when to use them.

Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage or reduce learning expectations, for students with disabilities.

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Administration policy, protocols, and eligibility guidance are provided in the , and related Test Administration Manuals and training opportunities.

1. Preferential seating	S		
2. Special education classroom	S		
3. Small group	S		
4. Individual administration	S		
5. Individual or study carrel	S		

24. Braille (manual or electronic); device with grammar and spell checks disabled; Internet disabled	S	
25. Abacus (allowed for students with visual impairments only)	S	
26. Basic function calculator or adapted basic calculator (e.g., Braille or talking 3 105.17 658.51 Tm0 G[(3ETQ.-Tf1 0 0 1 408.41 683.98 Tm0 G[(S)]V		

1. ESOL classroom			
2. Small group			

The student is not poised to exit language services within the current school year;
Εἰς τὴν ὥρην τῆς ἐκτίμησης ὁ ὕψος τοῦ μαθητοῦ σὺν ἡλικίᾳ καὶ ἡλικίᾳ μαθητοῦ ἐκτίμησης ὁ ὕψος τοῦ μαθητοῦ σὺν ἡλικίᾳ
necessitate the need for this conditional accommodation.

The preferred method of administration for this conditional accommodation is the screen reader.
Where a human reader delivers the accommodation, examiners must adhere to directions provided in
the posted Read-Aloud Guidelines.

On rare occasions, a student may require an accommodation that is not listed in this
or the . If a unique situation arises and an
individual student requires an accommodation that is not in this manual, approval must be sought from
the GaDOE Assessment Division prior to the use of the accommodations

	Large print Magnification devices Braille Tactile graphics Human reader Screen reader (Text-to-Speech) Braille notes, outlines, and instructions Descriptive video Talking materials	Large print/Large font Magnification devices Braille Human reader Screen reader Assistive technology (spelling and grammar check disabled)
	Express response to a scribe through speech Type on or speak to word processor Type on braille or note taking device Speak into audio recording device Use calculation devices (e.g., talking calculator with enlarged keys, abacus) Use personal note taker	Express response to a scribe through speech Use word processor (spelling and grammar check disabled) Type on braille Tactile manipulatives Abacus Use calculator
	Change location so student does not distract others Change location to increase physical access Change location to access special equipment	Change location so student does not distract others Change location to increase physical access Change location to access special equipment
	Extended time	Extended time

Sign language
 Audio amplification devices
 Screen reader
 Braille notes, outlines, and instructions
 Videotape and descriptive video
 Provide advanced organizers and outlines of lectures for student to follow
 Use gestures (e.g., point to materials)
 Repeat



	Use short segment test booklets (when available) Allow for multiple or frequent breaks Schedule tests in the morning Cue student to begin working and stay on task Change testing schedule or order of subtests Limit reading periods Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon Divide long-term assignments	Allow for multiple or frequent breaks Change testing schedule
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ყველა დამატებითი მოთხოვნა, რომელიც დაკავშირებულია სწავლების გარემოსთან, უნდა იყოს დაფუძნებული პრაქტიკულად დასაბუთებულ ინფორმაციაზე (მაგ., preferential seating).

სწავლების დამატებითი მოთხოვნა უნდა იყოს დაფუძნებული სწავლების შედეგების დამადასტურებელი მეთოდების გამოყენებით, რათა დამადასტურებელი იყოს demonstrate learning.

სწავლების დამატებითი მოთხოვნა უნდა იყოს დაფუძნებული სწავლების შედეგების დასაბუთებაზე, რათა არ მიანიჭოს სწავლების მასწავლებელს უფასო უპირატესობა (give students an unfair advantage).

ეს დოკუმენტი უნდა იყოს დაფუძნებული სწავლების შედეგების დასაბუთებაზე, რომელიც დაკავშირებულია სწავლების გარემოსთან, IAP/504, or EL/TPC plan.

ეს დოკუმენტი უნდა იყოს დაფუძნებული სწავლების შედეგების დასაბუთებაზე, IAP/504, or EL/TPC plan.

ეს დოკუმენტი უნდა იყოს დაფუძნებული accommodations that can be used as both instructional and assessment accommodations.

სწავლების დამატებითი მოთხოვნა უნდა იყოს დაფუძნებული სწავლების შედეგების დასაბუთებაზე, რომელიც დაკავშირებულია სწავლების გარემოსთან.

ეს დოკუმენტი უნდა იყოს დაფუძნებული Where, When, Who, and How of providing accommodations.

სწავლების დამატებითი მოთხოვნა უნდა იყოს დაფუძნებული as appropriate or as necessary.

ეს დოკუმენტი უნდა იყოს დაფუძნებული მასწავლებლის დასაბუთებაზე, რომელიც დაკავშირებულია სწავლების გარემოსთან.

ეს დოკუმენტი უნდა იყოს დაფუძნებული მასწავლებლის დასაბუთებაზე, რომელიც დაკავშირებულია სწავლების გარემოსთან, safe.

ეს დოკუმენტი უნდა იყოს დაფუძნებული სწავლების შედეგების დასაბუთებაზე, რომელიც დაკავშირებულია სწავლების გარემოსთან.

may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Specifying unlimited time is not appropriate or feasible. Test sessions may not cross over days and should be completed prior to the end of the school day.

Class List

Classes

Accommodations

This questionnaire was adapted from
for Children with Disabilities. Retrieved July 28, 2005.

by the National Dissemination Center

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1.	! 000ΨΨ00\$1000σ 10\$ 000ΨΨ00\$0 00 000\$00σ 19t 1!t 9[Et / μ010		
2.	Students use accommodations regularly and evaluates use.		
3.	A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.		
4.	Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., Braille, large print).		
5.	Test examiners/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).		
6.	Adult supervision is arranged and test examiners receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).		
7.	For students requiring a paper/pencil administration, trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available) and provided room locations with rosters.		
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, word processor with spell and grammar check disabled).		
9.	All eligible students receive accommodations as determined by their IEP, IAP/504, EL/TPC plan.		
10.	Provision of accommodations is recorded by test administrator.		
11.	Providers of accommodations are available as needed (e.g., interpreters, readers, scribes)		
12.	Plans are made to replace defective equipment.		

structure and content, particularly in the area of organization, grammar, and mechanics. This process took approximately one week. On July 2019, the manual was approved for publishing.

The _____ supports the work that the GaDOE is doing to ensure that all students have appropriate access in instruction and assessment to demonstrate their understanding of the knowledge, concepts, and skills inherent in the state-adopted content standards. Consequently, the manual will be reviewed annually and updated as necessary to ensure that content, policies, and procedures remain current. The committee understands that production and distribution are not the end of the process, but rather the beginning of a cycle of regular revisions.

Accessibility & Accommodations Manual

A review of the _____ was conducted over the course of three months (April 2020 – July 2020) by a committee of staff members from the Georgia Department of _____ These staff members represented the Assessment Administration Division, Special Education Services and Supports Division, and English to Speakers of Other Languages (ESOL) Division. The lead developer (Assessment Specialist for Georgia Milestones Assessment System) was primarily responsible for overseeing the work from beginning to end and ensuring that review of the manual followed a fixed, step-by-step sequence of activities or course of action.

The purpose of the comprehensive review was to take an in-depth look at existing policies and procedures to:

- determine if the purpose and goal of the manual is still being met,
determine whether changes are required to improve the effectiveness or clarity of policy and procedures,
ensure that appropriate monitoring and ongoing review of the manual is occurring as indicated in the development plan, and
make updates to the accommodations chart.

A thorough log was maintained to outline the review process as well as to track the status of the review at various stages throughout the process. Annual updates will ensure that appropriate revisions are made in response to changes in applicable laws, technology, and expected purpose and use of the manual. A thorough description of the review process is discussed below.

The [redacted] was initially reviewed by the Assessment Administration division of the GaDOE, specifically the [redacted] Director and two Assessment Specialists. [redacted]

During Phase 2 of the process, components of the manual, mainly the allowable accommodations chart, were reviewed by three sub-committees. Their work is described below.

The first collaborative effort involved soliciting feedback from members of the Special Education {ΣοΦηΌΣσ ΙΩΣ {ЙμμŮοŮσ C\$S\$ο†P τοŮ°ο†Ψσ 5\$μ†οŮΨ\$ΩŮ Ů'Ι\$ τοŮ°ο†Ψ a ΙΩ†°\$ο ŮŮο D\$Ůο°η† σ LΩσŮοЙŮŮŮŮ†P Materials Center and Assessment Specialist for GAA 2.0. The sub-committee was asked to review the manual in its entirety; provide feedback regarding accuracy and relevancy of content and mechanics, particularly within the allowable accommodations chart and appendices (i.e., Fact Sheets, Teacher Tools); and, where appropriate, to answer questions posed b

suggestions received from other reviewers. The lead developer maintained a crosswalk of the D+5h9 or current and the proposed rough draft to ensure that information was transferred correctly and to note where edits/additions were made. The lead developer also added more relevant details, rearranged content based on flow and sequencing, and eliminated or replaced information where appropriate. The committee wanted to ensure that the manual did not contain content contrary to current state law, policy, and procedure.

The final review was conducted by the Lead Review Team (Director of Assessment Administration, Assessment Specialist for Georgia Milestones, and the Assessment Specialist for GAA 2.0). Final revisions and edits were made to structure and content, particularly in the area of organization, grammar, and mechanics. In the final editing stages, the decision was made to create separate accommodations chart for each assessment program. The purpose of this reformatting was to improve readability and, ultimately, user experience when use the charts for making instructional and assessment decisions for students. This final edits and review process took approximately one month. The manual was approved for publishing in August 2020.

The supports the work that the GaDOE is doing to ensure that all students have appropriate access in instruction and assessment to demonstrate their understanding of the knowledge, concepts, and skills inherit in the state-adopted content standards. Consequently, the manual will be reviewed annually and updated as necessary to ensure that content, policies, and procedures remain current. The GaDOE understands that production and distribution are not the end of the process, but rather the beginning of a cycle of regular revisions.

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based on the student's performance on the Georgia Milestones Assessment System. The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

Accessibility & Accommodations Manual

This document provides information resulting from changes to the

