

Guidance on Assessment Accommodations for Students with Disabilities or Other Special Needs

Students with documented disabilities who require accommodations are responsible for requesting assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities means that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, an Individual Education Plan (IEP), or other formal record of disability that includes:

- A diagnosis of the disability, whether it be a medical, psychological, learning, developmental, and /or attention deficit disorder.
- An evaluation of the educational implications of the diagnosis and the impact of the disability on areas of functioning.
- Recommendations for the specific strategies and accommodations in education required by the disability, which are reasonable and necessary as provided by ADA/Section 504.

The accommodations provided in the assessment should be the same accommodations used during instruction.

Students with intellectual and/or developmental disabilities served by local programs are subject to the standardized testing requirements as referenced in the state [assessment policy](#).

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation.

Testing accommodations may include, but are not limited to:

- Flexible scheduling: Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time.
- Flexible setting: Individually or in small groups with proctor, study carrel or separate room, special lighting, equipment, acoustics.
- Flexible responding: Oral response, signed response, response on word processor, or Braille response.
- Flexible presentation: Mechanical aids, revised formats such as Braille, large print, or signed or oral presentations for directions and items other than reading items.
- Assistive devices: Assistive devices typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual).

The accommodations must not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability and validity. These testing accommodations must be provided to ensure equal access to programs and activities and in compliance with provisions in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR, part 104, as applicable for adults.

Each local program should have a plan in place that clarifies how they will handle student documentation and requests for accommodations. For most technical colleges and school systems, this means contacting the person in the organization who coordinates services for students with disabilities. Community-based organizations may not have the same position in their agency, but they still must have a plan in place.

For specific information about accommodations related to an individual assessment, refer to the Accommodation Guidelines for Each Assessment section. As you review the accommodations for each assessment, keep in mind that some testing accommodations are more informal and can be provided to any student, whether they have a documented disability or not. For example: a pregnant student may request to take additional breaks, a student with back problems may need to go for a short walk between testing sessions, or a student with vision issues may request to use a magnifying glass. If you are ever unsure if a testing accommodation requires documentation or not, please contact your supervisor, program administrator, or designee.

If local programs are unable to accommodate a student's needs due to the test publisher's guidelines and no other testing option is available, program administrators should contact their assigned GPS Coordinator to determine feasible accommodations to serve the student.

Accommodation Guidelines for Each Assessment

BEST Literacy

The Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering BEST Literacy are responsible for providing accessible services and for making sure that requests for accommodation are considered and handled in a manner consistent with applicable laws and regulations.

Test administrators may provide or allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodation does not compromise the purpose of the test as a measure of reading and writing in English. Permissible accommodations related to test administration procedures include the use of eyeglasses or magnifying glasses, earplugs, color overlays, or rulers. Testing environment accommodations might include, but are not limited to, frequent breaks or individual administration. For more information regarding test accommodations for students with disabilities, please see the BEST Literacy Test Manual (June 2008).

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as BEST Literacy is a test of reading (BEST Literacy Test Manual 2008 pgs. 9-10). If local programs are unable to accommodate a student's needs due to the test publisher's guidelines and no other testing option is available, program administrators should contact their assigned GPS Coordinator to determine feasible accommodations to serve the student.

BEST Plus Version 2.0

Accommodations in test administration procedures for BEST Plus Version 2.0 include using hearing aids, but do not include allowing students to read prompts from the computer screen. As BEST Plus Version 2.0 is not a timed test, no accommodation for testing time is needed. Furthermore, as an oral proficiency interview, students need to hear test prompts and respond orally as well as look at picture cue prompts; therefore, no accommodation can be made for students who cannot hear, speak or see (CAL 2008). If local programs are unable to accommodate a student's needs due to the test publisher's guidelines and no other testing option is available, program administrators should contact their assigned GPS Coordinator to determine feasible accommodations to serve the student.

TABE 11 & 12

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation. TABE Online is appropriate for some students who have difficulty taking paper-and-pencil tests. Some TABE administrators have made other accommodations such as allowing extra time to

complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in the TABE Guidelines to Inclusive Testing Accommodations (https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf) or DRC's Assessment Accommodations Checklist (#53682); order online or call Customer Care at 800.538.9547. In addition, Data Recognition Corporation has developed a Test Administrator Manual that addresses general testing accommodations for standardized assessments.

TABE CLAS-E

Data Recognition Corporation has released document specifically on this topic. TABE Guidelines to Inclusive Testing is located at https://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf. In addition, Data Recognition Corporation has developed a test administration manual that addresses general testing accommodations for standardized assessments.

Please note that these components of the TABE Complete Language System – English are available: Large Print Edition Locator Test and Large Print Edition Language Proficiency Tests, Forms A and B.