

# SPED MEETING

JANUARY 26, 2017

## **SPED, 504 -- CALCULATORS**

- Calculator on Non-Calculator section-**(Accommodation Code 26)**
- Calculator with Additional Functions- **(Accommodation Code 28)**
- (See Washington County & State Calculator Criteria handout. This is where the “justification statement” for Accommodation #28 and #26 should be written.)
- **ONLY Calculators listed on the VDOE APPROVED list can be used Unless SPED or 504 Students have Accommodation #28 then TI-15 is allowed**

# IEP/504 Calculator Criteria Form

## Washington County Public Schools

### IEP Online Calculator Criteria Form

Course Content Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Test: \_\_\_\_\_ Test Administration Date: \_\_\_\_\_

The IEP team /504 committee is considering the student named above for the calculator accommodation(s) checked below:

#28

Use of a calculator with additional functions (a calculator other than those routinely supplied to students on the Standards of Learning Mathematics assessments);

#26

Use of a calculator on sections of the Standards of Learning Mathematics assessments in which a calculator is not allowed. (SOL mathematics tests for grades 3-7)

To qualify for these accommodations, a student's IEP team/504 committee must determine that a student is eligible based on the impact of the student's disability. Please respond to each of the three questions below. A response of "No" to any question indicates that the student is NOT eligible for the calculator accommodation. Note: This accommodation is not intended for students with disabilities whose skills in performing mathematical calculations are merely below grade level.

- 1) Does the student have a current IEP/504 Plan that documents the student's disability and the need for a calculator to access the SOL assessment? \_\_\_\_\_ No \_\_\_\_\_ Yes
- 2) Does the student have a specific disability that involves attention to sequence and/or memory (short term, long term, or active working) that severely limits or prevents mathematical calculation at any level of difficulty? \_\_\_\_\_ No \_\_\_\_\_ Yes
- 3) As a result of a specific disability, is the student able to perform calculations only with a calculator routinely used in instruction? \_\_\_\_\_ No \_\_\_\_\_ Yes

If the answers to all three questions is Yes, provide a justification statement in the space provided below describing the student's specific disability, and

#28

→

1) the need for a calculator with additional functions in order to access the SOL mathematics assessment.

#26

→

2) the need for a calculator on sections of the SOL tests in which a calculator is not allowed.

This page must be part of the IEP or 504 plan

# VDOE --Calculator Guidelines

- Both the disability and the corresponding additional functions must be clearly documented in the justification statement of the Calculator Criteria form provided as an attachment to Testing Memo No. 720.
- The justification statement should explain the disability as it relates to mathematics and provide a rationale as to why the additional functions are necessary.

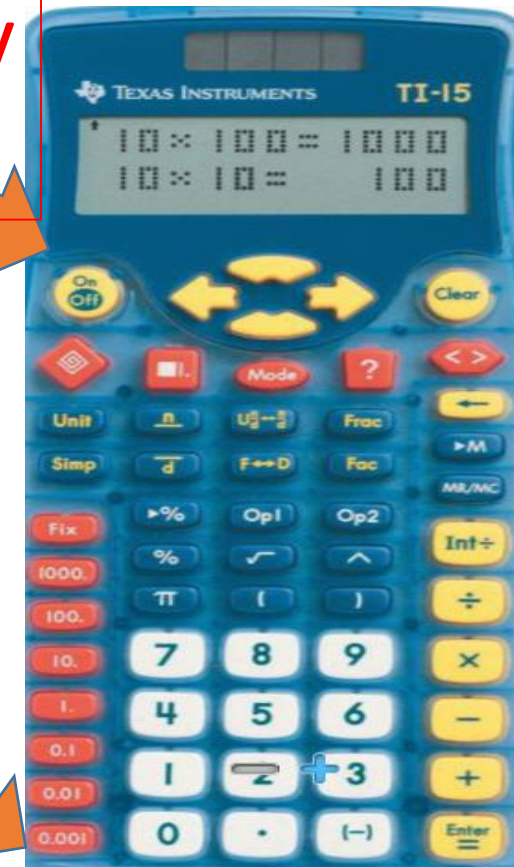
# CALCULATORS for Elementary School

ONLY 4-Function calculators are allowed unless  
IEP or 504 Plans have accommodation #28  
marked

4-Function  
→ Ti-108

SPED & 504 only  
Ti-15

MATH &  
GRADE 5  
SCIENCE

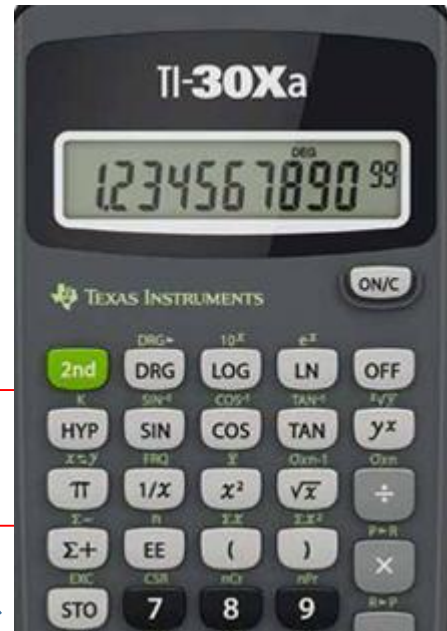


# CALCULATORS for Middle School

**ONLY** calculators on the approved list are allowed unless IEP or 504 Plans have accommodation #28 marked

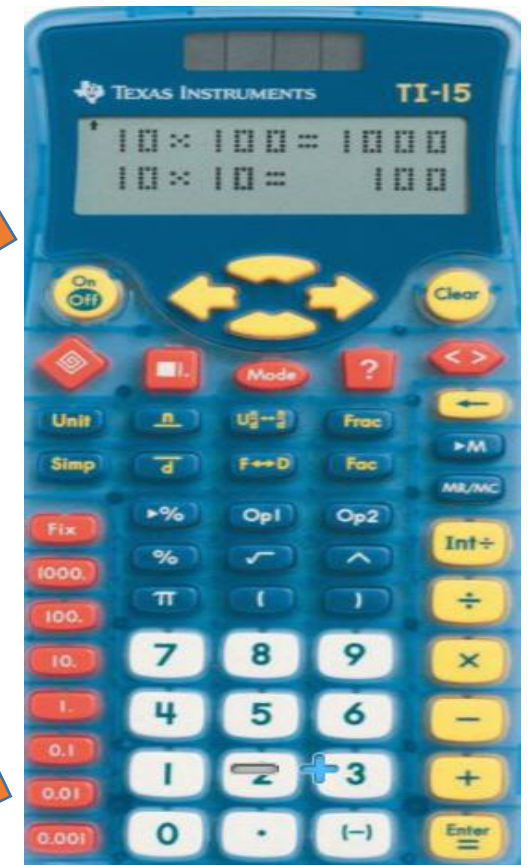
Grade 6,  
7, & Pre-  
Algebra

**Ti-30Xa**



SPED & 504  
only Ti-15

**MATH &  
GRADE 8  
SCIENCE**



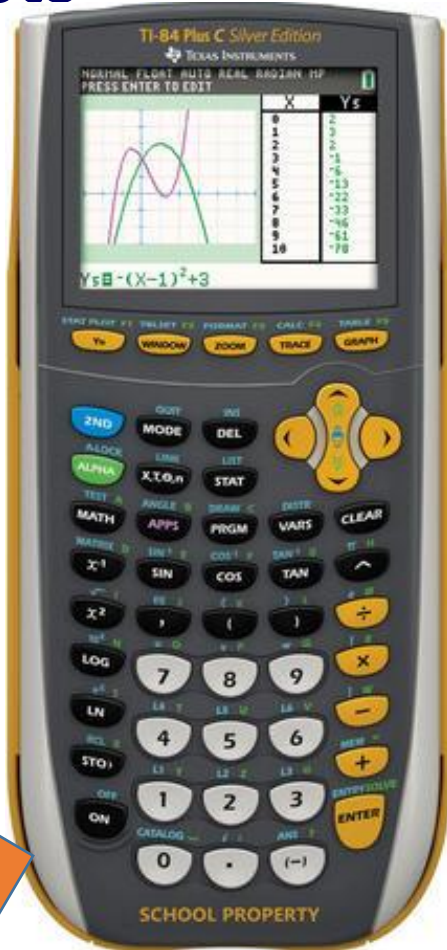
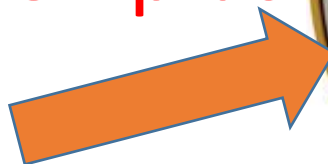
# CALCULATORS for EOC Math

ONLY calculators on the approved list are allowed on EOC tests

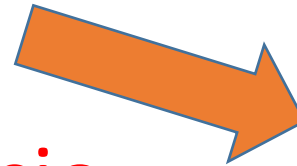
Middle School

Algebra 1

TI-84 plus



High School OR Middle School



Casio  
9750  
9850  
9860



FX-9860GII

# ACCOMMODATIONS & SQL TESTING



# Online Testing

All students are *required* to take the online version of the SOL tests except in very specific circumstances.

- The student attends school in a location where WCPS secure network is not available (i.e., Interchange, Minnick, Homebound).
- The student's accommodation requires a paper/pencil test (i.e., Large Print, Braille, or a flexible day schedule that requires multiple testing sessions over two or more days).
- The student has a documented medical condition (i.e., seizures) when exposure to a computer aggravates the condition.

# Allowable for ALL Students

## Small Group Size & Individualized Testing

VDOE does not specify what number constitutes class size

- Classes of students can be broken into smaller groups for testing AS DEEMED NECESSARY
- Any student may be tested individually as long as there is appropriate test security in place (i.e. disruptive students or students who want to read to themselves)

# SPED, 504 & LEP Students—READ ALOUD

- **Reading Test Items (Accommodation Codes 10 & 14)**

Special attention must be given to students' IEP, 504, and LEP plans to determine how the test is to be administered.

- The entire test read aloud, OR
- Words, questions, or sentences read aloud only upon the student's request

## SPEL, 504 & LEP Students—READ ALOUD (cont'd)

The Test Examiner must be very careful to not lead the student to the correct answer when reading test items aloud.

- Through intonation
- Through facial expressions or other non-verbal clues
- By repeating any part of the test that is not specifically requested by the student
- In describing graphics

## SPED, 504 & LEP Students—READ ALOUD (cont'd)

An examiner who administer a read-aloud test session must be familiar with how to read test items to students. Prior to testing examiners SHOULD

- **Read** *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation*
- Prior to reading a test item aloud, the Examiner may take a moment to review a test item so that the answer is not inadvertently given to a student.

# SPED, 504 & LEP Students—READ ALOUD (cont'd)

## A Read Aloud administration must be recorded AND have a proctor present if possible

- The recording must be retained on file by DDOT until scores are received and verified.
- The Examiner *and* Proctor must verify in writing that the test administration was conducted according to standardized procedures. The Read Aloud Affidavit must be retained on file in the office of the DDOT until scores are received and verified.
- If the Examiner forgets to record the session or the session is not recorded in its entirety, this is an **IRREGULARITY** and the test will need to be administered again using an alternate form of the test.

# SPED, 504 & LEP --PEM

## Plain English Math

- This form of the test covers the same content as the regular Mathematics form of the test.
- LEP students may not participate for more than three consecutive years. The Access for ELLs ranges that allow the Plain English Math version are as follows:

Grades 3-5—1.0 – 3.5	Algebra I—1.0 – 3.5
Grades 6-8—1.0 – 3.3	

## SPED, 504 & LEP --RESPONSE

### **Enlarged Copy of Answer Document—*Paper/Pencil Only* (Accommodation Code 8)**

- The answers must be transcribed by a school official and then verified by a second school official. The answer document with the larger answer circles must be retained on file with the DDOT until scores are received and verified.
- Notify the DDOT before enlarging an answer document for use.



# SPED, 504 -- DICTATE TO SCRIBE

- Dictation to a Scribe
  - The testing session must be recorded AND proctored by a second person.
    - If the session is recorded, the scribe's transcription and the audio recording must be verified by a second school official. The recording and the transcription must be retained by the Division Director of Testing until scores are received and the appeals period is over.
    - The Proctor must verify the student's response was typed exactly as the student directed and that nothing was changed, added, or deleted. The scribe and the Proctor must verify in writing that the test administration was conducted according to standardized procedures. This verification and transcription will be retained in the office of the DDOT

# Scribe Training & Security Agreement

## WCPS Student Dictation to Scribe Guidelines

- Scribe stays with 1 student from start to finish: 1 scribe, 1 student, no small group AND a proctor
- Scribe should have experience working with the student
- Scribe must tape record the entire session
- Scribe will use a computer to type the student's oral response.
- Scribe will type exactly what the student says without correcting grammar, adding punctuation or indenting paragraphs.
- Scribe cannot indent paragraphs, capitalize, or punctuate unless specifically told to do so by the student!
- Scribe is not allowed to coach, give hints, or redefine vocabulary
- Scribe can spell words correctly as the student orally dictates their response
- Scribe may use a computer with Notepad. Use of WORD is discouraged because the student could see grammar and punctuation auto-correct indications.
- Scribe may increase the Font size if it makes it easier for student to see
- Students may use a graphic organizer or writing web provided there are NO words or numbers on the organizer or writing web
- Scribe will give a copy of the rough draft to the student once it is completed for student corrections
- Student MUST make corrections on the rough draft using a COLORED PEN, COLORED PENCIL, OR CRAYON
- Scribe makes all corrections according to student's edited rough draft
- Scribe will give a copy of 2<sup>nd</sup> draft to student for verification
- After all corrections have been completed, the Scribe will transcribe the final short paper response into the student's TestNav Response Window
- A second person (Proctor) must verify that the transcription is correct

# Special Accommodation Request Form

Some students may require an accommodation beyond those listed by the VDOE

Prior approval by the VDOE is required before administering these accommodations.

- If you have a student who requires an accommodation that is not listed by VDOE, you should submit the *Special Assessment Accommodation Request Form* to the Division Director of Testing.
- The DDOT will submit the form to VDOE for approval.
- Each form will be reviewed based upon the need to provide equal access to the SOL test for the student and the need to maintain standardized procedures and security.
- Accommodations may be approved, approved with conditions, or not approved.

# Table of Testing Accommodations

Code	Accommodation	Student	Content Area				Description
1	Flexible Schedule	SWD LEP	H	M	R	S	<ul style="list-style-type: none"> <li>Testing with breaks requires the test to be completed within one school day;</li> <li>Multiple test sessions that involve testing over more than one school day—require a paper/pencil test.</li> </ul>
10	Read-Aloud	SWD LEP	H	M		S	<ul style="list-style-type: none"> <li>Tests are read (in English only) to the student. Must be recorded or proctored.</li> </ul>
26	Calculator or Arithmetic Tables	SWD		M			<ul style="list-style-type: none"> <li>Gr. 3 <i>Mathematics</i>—for use on the entire test.</li> <li>Gr. 4, 5, 6, 7 <i>Mathematics</i>—for use on the NON-calculator portion of the test.</li> <li>Grades 3-7 students must meet eligibility criteria.</li> <li>Grade 8 and EOC <i>Mathematics</i>—not applicable (see #28).</li> </ul>

# Updates to Hardware and Software Requirements for TestNav

- Virginia will be using **TestNav 8** beginning with the FALL 2016 testing
- Some students will be using Chrome Books --select classes such as:
  - EOC Earth Science
  - Grade 8 Science
  - Civics
- If technology is an issue, we will file an irregularity
- Jason and I will monitor network and technology

# Updates to TESTING

**(changes for Spring, 2017)**

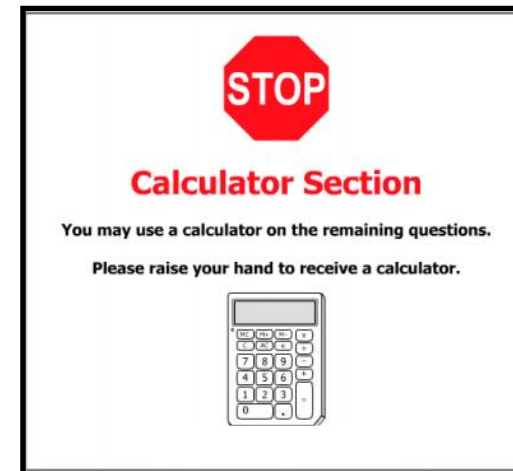
# Mathematics 3-8 CAT

- NO Review Button
- NO Bookmark Button
- Stop sign - no seal code
  - Calculator section for grades 4,5,6,7

## Grade 3 Mathematics



## Grades 4,5,6,7 Mathematics



# Reading 3-5 CAT

- Review Button and Bookmark Button
  - Available within a passage set
    - Only questions a student has visited and answered in the passage set will be listed in the *Review* drop-down menu.
    - **The passage will remain in view for all questions associated with the passage.**
  - Only questions within a passage set may be reviewed.
    - Questions that are bookmarked should be reviewed prior to navigating to the next passage.
  - **Students may not return to a previous passage.**





# Reading 3-5 CAT

- Students will see a message on their screen alerting them of the following:
  - Beginning a passage and question set
  - Standalone question(s)
  - Completing a passage and question set
- **Details of the screens and the messages will be shared with divisions as they are finalized.**


# BE CAREFUL

– Choose the Correct Test Form and Context

--Term Grad or Expedited Retake

- Term Grads must start with the Term Grad Main Form Attempt 1 and continue with the Term Grad forms (3 attempts for Fall—4 attempts Spring)
- DO NOT choose a Main Expedited Retake Context if you are giving an Expedited Retake to a Term Grad
- Look at your session roster and test tickets and group names to help you

# BE CAREFUL –Don't Panic

- Please look at the student test tickets and test session screens prior to starting a test session and before handing out test tickets to make sure you have not accidentally assigned/created an the wrong type of test session
- If you accidentally assign an audio test, CALL ME before you do anything.  
Audio 
- VDOE can toggle them from Audio to Read Aloud

# CAT --Elementary

Grades 3, 4, 5 READING and 3, 4, 5 MATH --CAT

## **ISSUES:**

- Read Aloud accommodations will require examiners/proctors read possibly 5 to 6 times
- ONLY someone employed by WCPS can be an examiner
- STC will need help with scheduling test sessions

## **Suggestions:**

- Simulate possible read aloud scenarios for BM test #2 and #3
- Use BM tests to determine which students need 2-day testing

# VDOE Webpage Resources

- *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*
- *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*
- *Explanation of Testing Accommodations with Disabilities—Math Aids—Accommodation Code 19*
- *Explanation of Testing Accommodations for Students with Disabilities—Assistive Technology Accommodations*