


Memo

To: Principals and SE Teachers
From: Allen Sexton 
cc: Randy Adkins, Frankie Cappellari
Date: February 12, 2018
Re: 2017_18 Testing Accommodations

Principals and Teachers,

The Office of Special Programs in coordination with the Office of Counseling Services wishes to provide some clarifications pertaining to the a few of the more confusing accommodations eligible for use during the 2017/18 school year. This memo will discuss the use of P01, P02, P13, P14, T03 and T04.

The WVDE Online IEP has incorporated a quick edit feature that will alert you as to which accommodations are no longer allowed and should be removed from the IEP. These will be highlighted in yellow on the Statewide Testing Accommodations section of the Online IEP. These highlights will be evident when an IEP has been amended or drafted after 02/05/2018.

GRADES 3-8

- P01 – Allowable
 - P02 – Allowable
- P01 and P02 may appear concurrently on the IEP and be used interchangeably when necessary. The code selected for a particular test must be used for the duration of that specific test.*
- P13 – Restricted
 - P14 – Restricted
- P13 and P14 may appear concurrently on the IEP and used interchangeably when necessary. The code selected for a particular test must be used for the duration of that specific test. **NOTE: P13 and P14 both require justification to be completed and submitted to the Office of Special Programs ASAP. (See Attached)***
- SE Teachers should make every effort to **FINALIZE** all IEPs within the WV Online IEP Program by February 26, 2018 in order to be included in the “pre-slug” provided by WVDE.
 - IEPs or amendments **FINALIZED** after February 26, 2018 will require “hand-slugging”.

GRADE 11 – SAT SCHOOL DAY Assessment

- P01 – Not Allowed
 - P02 – Not Allowed
- P01 and P02 are not a permissible accommodations for the SAT School Day assessment and should be removed from the IEP when considering the use of P13 and P14. (See P13/P14 Discussion)*
- P13 – Restricted
 - P14 – Restricted
- P13 and P14 may appear concurrently on the IEP and be used interchangeably when necessary. The code selected for a particular test must be used for the duration of that specific test. NOTE: P13 and P14 both require justification to be completed and submitted to the Office of Special Programs ASAP. (See Attached)*

P13/P14 Discussion

- If a student needs the test read aloud and is eligible for P13 or P14, then the IEP team should remove P01 and P02 as they are now superseded by codes P13 and P14.
- If the student is not eligible for P13 or P14, the IEP team may elect to leave P01 and P02 on the IEP, however, these codes will not be used for the SAT School Day assessment as they are not allowed.

- T03 – Allowed
- T03 should be used instead of T04 to accommodate students with the need for “off testing time clock” to rest and/or break without studying. (See T03/T04 Discussion)*
- T04 – Allowed
- Extreme care must be used in selecting T04. Students must be given the entire amount of time for each section of the test where extended time is requested and may not move to the next section until time is called. (See T03/T04 Discussion)*

T03/T04 Discussion

- T03 is an accommodation meant to provide breaks for students that have difficulty in attending to long tasks. This would be very typical for students with ADHD, Behavioral and Anxiety related disabilities.
 - T04 is an accommodation designed to assist students that have disabilities that impact their ability to process and record information. Disabilities such as dysgraphia, dyslexia and traumatic brain injury are often good candidates for this accommodation.
 - Online IEPs will not reflect the amount of extend time the student needs, however, if T04 is selected, an amount of additional time **must be** determined at the school by the SSD coordinator in conjunction with the student’s teacher.
- SE Teachers should make every effort to **FINALIZE** all IEPs within the WV Online IEP Program by February 26, 2018 in order to be included in the “pre-slug” provided by WVDE.
 - IEPs or amendments FINALIZED **after** February 26, 2018 will require “hand-slugging”.

Text-to-Speech (P13) and Read Aloud (P14) Accommodations for ELA Reading Passages Students with Disabilities Decision Guidance Document

Note: This accommodation is appropriate for a *very small number* of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment) who have a documented reading disability. Text to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan.

Student Name: _____

Teacher: _____

YES responses may indicate a need for the text-to-speech (P13) or read aloud (P14) accommodation of ELA Reading Passages. A preponderance of evidence should exist rather than one or two marks in the YES column for the accommodation to be provided.

| Questions | Yes | No | Comments |
|---|--------------------------|--------------------------|---------------------------|
| Does the student have a documented reading disability? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Is the student blind or does the student have a significant visual impairment? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Is the student a beginning braille reader who has not yet developed braille fluency? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Does the student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills? | <input type="checkbox"/> | <input type="checkbox"/> | Describe skills affected. |
| Have interventions been used to improve the student's decoding, fluency, or comprehension skills? | <input type="checkbox"/> | <input type="checkbox"/> | Describe approaches |
| Does the student use text-to-speech or receive a read aloud accommodation during instruction? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Does the student regularly use assistive technology software or audiobooks? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during the WV General Summative Assessment? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Does someone (teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Does the student indicate that it is easier to understand a book when it is read aloud by another person or through text-to-speech rather than if they read it independently? | <input type="checkbox"/> | <input type="checkbox"/> | |