Alabama Student Assessment Program Policies and Procedures for Students of Special Populations

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Alabama Student Assessment Program
Policies and Procedures for Students of Special Populations

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Introduction

The primary purpose of this bulletin is to set forth policies and procedures regarding the inclusion of students of special populations in the Alabama Student Assessment Program. These policies and procedures include the written guidelines as well as required forms to be used in decision-making with regard to the state testing program.

This bulletin provides specific information on the following populations:

- Students with disabilities receiving special education services
- Students with disabilities receiving 504 services
- Limited English Proficient/English Language Learners

General Policies for Students of Special Populations

1. All students attending public schools in Alabama must participate in the Alabama Student Assessment Program.

2. All decisions regarding the Alabama Student Assessment Program for students of special populations must be made on an individual basis.

3. All students of special populations must participate in the Student Assessment Program and be given the opportunity to earn necessary credits for an Alabama high school diploma and to take the Alabama High School Graduation Exam (AHSGE).

4. Students of special populations must be given practice in taking tests similar in format and content prior to participating in an assessment.

5. Students of special populations who fail to pass the Alabama High School Graduation Exam must be treated the same as regular students who fail to pass the Alabama High School Graduation Exam. It is the responsibility of the Local Education Agency
(LEA) to notify students and parents/guardians of the consequences of not taking or failing the test.

6. Students of special populations must have the same opportunity for remediation for the *Alabama High School Graduation Exam* as regular students. All remediation efforts must be documented in the student’s records (IEP/504 Plan/LEP Plan or cumulative folder).

7. Parents/guardians should be informed about testing, understand the purpose of testing, and know the meaning and implications of test results.

8. Students who have exited school without an Alabama high school diploma due to failing the *Alabama High School Graduation Exam* may return to take the *Alabama High School Graduation Exam* at any regularly scheduled administration. Students may also return to school for remediation until age 21.

9. Once a special populations student has exited school, the Accommodations Checklist for the *Alabama High School Graduation Exam* included in the student’s individual plan (IEP/504/LEP) should not be amended. After exiting school, the student will be eligible for the same testing accommodations that were in place during the last administration of the *Alabama High School Graduation Exam* while the student was enrolled in school. These testing accommodations remain in force as long as the student returns to take the *Alabama High School Graduation Exam*. Exceptions must be requested in writing and approved by the State Department of Education (SDE).

10. Non-public school students will be afforded the same testing conditions and accommodations on the *Alabama High School Graduation Exam* as public school students. Non-public school students of special populations needing accommodations
on the *Alabama High School Graduation Exam* must submit a request in writing to the SDE and provide supporting documentation for the need of the accommodation.

**Students Receiving Special Education Services**

Students must be identified (according to state and federal regulations) and be receiving special education services in order to be governed by the information in this section.

**Participation in the Student Assessment Program**

Although students with disabilities identified and receiving special education services may receive testing accommodations, no students are exempted from state assessments based on demographics, instructional program, or type of school. All special education students are required to participate in statewide assessments by taking either the regular assessments (with or without accommodations) or the *Alabama Alternate Assessment* (AAA), which is based on the student’s mastery of his/her Individualized Education Program (IEP) goals and benchmarks.

All special education students attending public schools in Alabama will participate in the Alabama Student Assessment Program. All decisions regarding the Alabama Student Assessment Program for special education students must be made on an individual basis by the student’s Individualized Education Program Team. In a very limited number of cases, the *Alabama Alternate Assessment* may be selected as the most appropriate annual assessment. The IEP Team should consider the content and nature of each assessment and the nature of the student’s disability when deciding which state assessment is most appropriate. The IEP Team must complete the IEP PARTICIPATION DOCUMENTATION form found in Appendix A of this document. Regardless of the IEP Team’s decision, a justification statement must be included on this form. When completed, the form becomes part of the student’s IEP and should be attached to the IEP.
Norm-Referenced Tests

The following norm-referenced tests are included in the Alabama Student Assessment Program:

- *Stanford Achievement Test*, Tenth Edition (Stanford 10)
- *Otis-Lennon School Ability Test*, Eighth Edition (OLSAT 8)

The IEP Team should consider the nature of the assessment and the nature of the student’s disability in decisions regarding the choice between the norm-referenced test and the *Alabama Alternate Assessment*. If the IEP Team determines that the student will take the *Stanford Achievement Test*, Tenth Edition, the educational program for the student must include instruction in appropriate curriculum for that grade (reading, language, mathematics, science, and/or social studies). Nothing here should be understood as suggesting that a student must be working on grade level to take the *Stanford Achievement Test*, Tenth Edition. **Accommodations that do not change standardized procedures** will continue to be approved. The IEP ACCOMMODATIONS CHECKLIST, *Stanford Achievement Test*, Tenth Edition (Stanford 10), for special education students can be found in Appendix A of this bulletin. Students whose IEP Team determines that they will not take the assessments must take the *Alabama Alternate Assessment*.

Criterion-Referenced Tests

The following criterion-referenced tests are included in the Alabama Student Assessment Program:

- *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS)
- *Alabama Reading and Mathematics Test* (ARMT) \(^1\)

\(^1\) Note: *The Stanford Achievement Test*, Tenth Edition, must be administered with the ARMT to obtain ARMT results.
• Alabama Direct Assessment of Writing: Grade Five (ADAW: 5)
• Alabama Direct Assessment of Writing: Grade Seven (ADAW: 7)
• Alabama Direct Assessment of Writing: Grade Ten (ADAW: 10)

The IEP Team should consider the nature of the specific assessment and the nature of the student’s disability in decisions regarding the choice between grade-level criterion-referenced tests and the Alabama Alternate Assessment. Criterion-referenced accommodation checklists for state assessments for special education students can be found in Appendix A of this bulletin.

The following criterion-referenced test, assessing specified minimum content required for an Alabama high school diploma, is included in the Alabama Student Assessment Program:

• Alabama High School Graduation Exam

Any student who was a ninth grader on or after the 1997-98 scholastic year must pass the Alabama High School Graduation Exam as one requirement for receiving an Alabama high school diploma. The Pre-Graduation Examination is a tenth-grade checkpoint for the Alabama High School Graduation Exam. The passage of the Alabama High School Graduation Exam is not one of the requirements for receiving the Alabama Occupational Diploma or a graduation certificate.

The IEP Team must decide if the student will take the *Alabama High School Graduation Exam* or the *Alabama Alternate Assessment*. All decisions must be documented fully in the student’s IEP. Nothing contained here should be understood to suggest that any student should not have the opportunity to attempt, or work toward earning, the Alabama high school diploma. The IEP ACCOMMODATIONS CHECKLIST, *Alabama High School Graduation Exam (AHSGE)* for special education students is available in Appendix A of this bulletin. This form is also used for the Pre-Graduation Examination.

*Alabama Alternate Assessment*

The *Alabama Alternate Assessment* was developed to provide the State of Alabama with a system for gathering and summarizing the achievement made by students with disabilities receiving special education services that are unable to participate in other state assessments.

The *Alabama Alternate Assessment* is designed for students with significant disabilities. Determination of a student’s participation in the *Alabama Alternate Assessment* is based on an IEP decision and must be completed during an IEP meeting. The IEP Team should consider the content and nature of state assessments and the nature of the student’s disability when deciding which state assessment is most appropriate. The assessment will be completed in the spring during a designated time frame.

**Testing Accommodations**

The purpose of testing accommodations for a student with a disability is to enable the student to demonstrate his or her degree of achievement. When the disability prevents the student from being able to demonstrate what he or she knows or is able to do, testing accommodations may be needed. Accommodations should be made to ensure that each student with a disability receives individual consideration of his or her disability. However, an accommodation cannot be provided if it changes the nature, content, or integrity of the test. A student receiving special education services for whom the IEP Team has determined a need for an accommodation in classroom instruction and on classroom tests may qualify for
that accommodation on state assessments provided the accommodation does not violate the criteria established above.

When determining appropriate accommodations for an assessment, the IEP Team must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. Accommodations must be reasonable, proven successful for the student, and be part of the student’s instructional program. The IEP Team must work within the framework of the approved accommodations for special education students on the accommodations checklists in Appendix A. An accommodation cannot supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test, such as reading of a reading test designed to assess the skill of reading, are not allowed. Approved accommodation checklists for each assessment are available in Appendix A of this bulletin.

In special situations where the need has not been sufficiently established and prior practice is less than one instructional year, SDE written approval is required prior to the administration of the assessment with the accommodation. In such instances the LEA must make a written request to the SDE that includes the validation and documentation of the need for the accommodation, documentation of the success of the accommodation for the student, and documentation of the period of time that prior practice has taken place. This written request must be coordinated through the System Test Coordinator.

**Written Documentation of Qualification for Accommodations**

Two types of written documentation are required for a student to qualify for accommodations on state assessments:

- Documentation of need and success of accommodations in classroom instruction and on classroom tests.
Accommodations used successfully in classroom instruction and on classroom tests as outlined on the preceding page must be documented in the IEP.

- Documentation of accommodation(s) on a specific state assessment.

The request for an accommodation on a state assessment will be documented on the IEP accommodations checklist for each applicable state assessment.

The need for the accommodation requested, success of the accommodation for the student, and prior practice with the accommodation in classroom instruction and on classroom tests must be verified and documented by the LEA prior to the student’s receiving the accommodation. This documentation must be filed by the LEA and available for review by the SDE during any on-site monitoring.

**Availability for Assessments in Special Formats**

Special formats are available for assessments in the Alabama Student Assessment Program. Requests for special formats should be made through the System Test Coordinator.
Students Receiving 504 Services

Students must be identified (according to state and federal regulations) and be receiving 504 services in order to be governed by the information in this section.

Participation in the Student Assessment Program

All 504 students attending public schools in Alabama must participate in the Alabama Student Assessment Program. All decisions regarding the Student Assessment Program for 504 students must be made on an individual basis by the student’s 504 Committee. The 504 Committee must complete the 504 PARTICIPATION DOCUMENTATION form found in Appendix B of this document. Justification statements must be included on this form. When completed, the form becomes part of the student’s 504 Plan and should be attached to the 504 Plan.

Norm-Referenced Tests

The following norm-referenced tests are included in the Alabama Student Assessment Program:

- *Stanford Achievement Test*, Tenth Edition (Stanford 10)
- *Otis-Lennon School Ability Test*, Eighth Edition (OLSAT)

504 students are required to participate in these state assessments. The educational program for the student must include instruction in appropriate curriculum for that grade (reading, language, mathematics, science, and/or social studies). Nothing here should be understood as suggesting that a student must be working on grade level to take the *Stanford Achievement Test*, Tenth Edition. Accommodations that do not change standardized procedures will continue to be approved. The 504 ACCOMMODATIONS CHECKLIST, *Stanford Achievement Test*, Tenth Edition (Stanford 10), for 504 students can be found in Appendix B of this bulletin.
Criterion Referenced Tests

The following criterion-referenced tests are included in the Alabama Student Assessment Program:

- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
- *Alabama Reading and Mathematics Test (ARMT)*
- *Alabama Direct Assessment of Writing: Grade Five (ADAW: 5)*
- *Alabama Direct Assessment of Writing: Grade Seven (ADAW: 7)*
- *Alabama Direct Assessment of Writing: Grade Ten (ADAW: 10)*

504 students are required to participate in these assessments. The 504 Committee should consider the nature of the specific assessment and the nature of the student’s disability in decisions regarding grade-level criterion-referenced tests. Criterion-referenced accommodation checklists for state assessments for 504 students can be found in Appendix B of this bulletin.

The following criterion-referenced test, assessing specified minimum content required for an Alabama high school diploma, is included in the Alabama Student Assessment Program:

- *Alabama High School Graduation Exam*

Any student who was a ninth grader on or after the 1997-98 scholastic year must pass the *Alabama High School Graduation Exam* as one requirement for receiving an Alabama high school diploma. The Pre-Graduation Examination is a checkpoint for the *Alabama High School Graduation Exam*.

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2 Note: The *Stanford Achievement Test*, Tenth Edition, must be administered with the ARMT to obtain ARMT results.

The 504 ACCOMMODATIONS CHECKLIST, Alabama High School Graduation Exam (AHSGE) for 504 students is available in Appendix B of this bulletin. This checklist is also used for the Pre-Graduation Examination.

Testing Accommodations

The purpose of testing accommodations for a student with a disability is to enable the student to demonstrate his or her degree of achievement. When the disability prevents the student from being able to demonstrate what he or she knows or is able to do, testing accommodations may be needed. Accommodations should be made to ensure that each student with a disability receives individual consideration of his or her disability. However, an accommodation cannot be provided if it changes the nature, content, or integrity of the test. A student receiving 504 services for which the 504 Committee has determined a need for an accommodation in classroom instruction and on classroom tests may qualify for that accommodation on state assessments, provided the accommodation does not violate the criteria established above.

When determining appropriate accommodations for an assessment, the 504 Committee must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. Accommodations must be reasonable, proven successful for the student, and be part of the student’s instructional program. The 504 Committee must work within the framework of the approved accommodations for 504 students on the accommodations checklists in Appendix B. An accommodation cannot supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of
the test, such as reading of a reading test designed to assess the skill of reading, are not allowed. Approved accommodation checklists for 504 students for each assessment are available in Appendix B of this bulletin.

In special situations where the need has not been sufficiently established and prior practice is less than one instructional year, SDE written approval is required prior to the administration of the assessment with the accommodation. In such instances the LEA must make a written request to the SDE that includes the validation and documentation of the need for the accommodation, documentation of the success of the accommodation for the student, and documentation of the period of time that prior practice has taken place. This written request must be coordinated through the System Test Coordinator.

**Written Documentation of Qualification for Accommodations**

Two types of written documentation are required for a student to qualify for accommodations on state assessments:

- Documentation of need and success of accommodations in classroom instruction and on classroom tests.
  
  Accommodations used successfully in classroom instruction and on classroom tests as outlined in this section must be documented in the 504 Plan.

- Documentation of accommodation(s) on a specific state assessment.
  
  The request for an accommodation on a state assessment will be documented on the 504 accommodations checklist for each applicable state assessment.

The need for the accommodation requested, success of the accommodation for the student, and prior practice with the accommodation in classroom instruction and on classroom tests must be verified and documented by the LEA prior to the student’s receiving the
accommodation. This documentation must be filed by the LEA and available for review by the SDE during any on-site monitoring.

**Availability for Assessments in Special Formats**

Special formats are available for assessments in the Alabama Student Assessment Program. Requests for special formats should be made through the System Test Coordinator.
Students Receiving LEP/ELL Services

Students must be identified and be receiving services as LEP/ELL students in order to be governed by the information in this section.

**LEP/ELL Definition**

In Alabama, the definition of a LEP/ELL student is taken from the *No Child Left Behind Act of 2001* (NCLB), Section 9101, 25 of Title IX:

“(25) LIMITED ENGLISH PROFICIENT. – The term ‘limited English proficient’, when used with respect to an individual, means an individual—

“(A) Who is aged 3 through 21;

“(B) Who is enrolled or preparing to enroll in an elementary school or secondary school;

“(C)(i) Who was not born in the United States or whose native language is a language other than English;

“(ii)(I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and

“(II) Who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

“(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

“(D) Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

“(i) The ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);

“(ii) The ability to successfully achieve in classrooms where the language of instruction is English; or

“(iii) The opportunity to participate fully in society.“
The LEP/ELL definition includes students with a wide range of educational needs with respect to learning English as a second language. Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language.
- Children of highly educated immigrants who have had formal training in English during formal schooling.
- United States-born children whose primary language is not English and who have had limited formal education through English language.

**Participation in the Student Assessment Program**

Federal law makes it clear that all LEP/ELL students must participate in all state assessments regardless of the length of time they have been in the United States. Decisions regarding appropriate accommodations for LEP/ELL students must be made on an individual basis by the LEP/ELL Committee. The LEP/ELL Participation Documentation form can be found in Appendix C of this document. The LEP/ELL Committee shall consist of the student’s parent(s)/guardian(s) and no less than three LEA representatives knowledgeable of the student’s language proficiency. The LEP/ELL Committee should consider the content and nature of each specific assessment and the level of the student’s language proficiency when making decisions about appropriate accommodations. Deferment or exemption from participation is **not** allowed regardless of the length of time a student has been in the United States or the level of English language proficiency of the student.
Norm-Referenced Tests

The following norm-referenced tests are included in the Alabama Student Assessment Program:

- *Stanford Achievement Test*, Tenth Edition (Stanford 10)
- *Otis-Lennon School Ability Test*, Eighth Edition (OLSAT 8)

LEP/ELL students are required to participate in these state assessments and must receive instruction in appropriate curriculum for that grade (reading, language, mathematics, science, and/or social studies). The curriculum may be taken in the regular classroom or in the ESL classroom. Nothing here should be understood as suggesting that a student must be working on grade level to take the *Stanford Achievement Test*, Tenth Edition. **Accommodations that do not change standardized procedures** will continue to be approved. The LEP/ELL ACCOMMODATIONS CHECKLIST, *Stanford Achievement Test*, Tenth Edition (Stanford 10), for LEP/ELL students can be found in Appendix C of this bulletin.

Criterion-Referenced Tests

The following grade-level criterion-referenced tests are included in the Alabama Student Assessment Program:

- *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS)
- *Alabama Reading and Mathematics Test* (ARMT) ³
- *Alabama Direct Assessment of Writing: Grade Five* (ADAW: 5)
- *Alabama Direct Assessment of Writing: Grade Seven* (ADAW: 7)
- *Alabama Direct Assessment of Writing: Grade Ten* (ADAW: 10)

³ Note: *The Stanford Achievement Test*, Tenth Edition, must be administered with the ARMT to obtain ARMT results.
LEP/ELL students are required to participate in these assessments. The LEP/ELL Committee should consider the nature of the specific assessment and the nature of the student’s English language proficiency in decisions regarding grade-level criterion-referenced testing. Criterion-referenced accommodation checklists for LEP/ELL students can be found in Appendix C of this bulletin.

The following criterion-referenced test, assessing specified minimum content required for an Alabama high school diploma, is included in the Alabama Student Assessment Program:

- *Alabama High School Graduation Exam*

Any student who was a ninth grader on or after the 1997-98 scholastic year must pass the *Alabama High School Graduation Exam* as one requirement for receiving an Alabama high school diploma. The Pre-Graduation Examination is a checkpoint for the *Alabama High School Graduation Exam*.


The LEP/ELL ACCOMMODATIONS CHECKLIST, *Alabama High School Graduation Exam* (AHSGE) for LEP/ELL students is available in Appendix C of this bulletin. This form is also used for the Pre-Graduation Examination.
English Language Development Assessment

Title III of the No Child Left Behind Act of 2001 (NCLB) requires the annual assessment of LEP/ELL students as a way of monitoring English language acquisition. Each LEP/ELL student in Alabama will be assessed with an English language development assessment annually.

Testing Accommodations

The purpose of testing accommodations for a student with limited English proficiency is to enable the student to demonstrate his or her degree of achievement. When limited English proficiency prevents the student from being able to demonstrate what he or she knows or is able to do, testing accommodations may be needed. Accommodations should be made to ensure that each student with limited English proficiency receives individual consideration of his or her language ability. However, an accommodation cannot be provided if it changes the nature, content, or integrity of the test. A student receiving English acquisition services for whom the LEP/ELL Committee has determined a need for an accommodation in classroom instruction and on classroom tests may qualify for that accommodation on state assessments, provided the accommodation does not violate the criteria established above.

When determining appropriate accommodations for an assessment, the LEP/ELL Committee must look at accommodations regularly being made on the student’s classroom tests over time in that particular subject area. Accommodations must be reasonable, proven successful for the student, and be part of the student’s instructional program. The LEP/ELL Committee must work within the framework of the approved accommodations for LEP/ELL students on the accommodations checklists in Appendix C. An accommodation cannot supplant the skill the test is designed to measure. Accommodations that change the nature, content, or integrity of the test, such as reading of a reading test designed to assess the skill of reading, are not allowed. Approved accommodation checklists for each assessment are available in Appendix C of this bulletin.
In special situations where the need has not been sufficiently established and prior practice is less than one instructional year, SDE written approval is required prior to the administration of the assessment with the accommodation. In such instances the LEA must make a written request to the SDE that includes validation and documentation of the need for the accommodation, documentation of the success of the accommodation for the student, and documentation of the period of time that prior practice has taken place. This written request must be coordinated through the System Test Coordinator.

**Written Documentation of Qualification for Accommodations**

Two types of written documentation are required for a student to qualify for accommodations on state assessments:

- Documentation of need and success of accommodations in classroom instruction and on classroom tests.

  Accommodations used successfully in classroom instruction and on classroom tests as outlined in this section must be documented.

- Documentation of accommodation(s) on a specific state assessment.

  The request for an accommodation on a state assessment will be documented on the LEP/ELL accommodations checklist for each applicable state assessment.

The need for the accommodation requested, success of the accommodation for the student, and prior practice with the accommodation in classroom instruction and on classroom tests must be verified and documented by the LEA prior to the student’s receiving the accommodation. This documentation must be filed by the LEA and available for review by the SDE during any on-site monitoring.
APPENDIX A

Participation and Accommodations
Checklists for Special Education Students
When completed by the IEP Team, this checklist becomes a part of the student’s IEP.

Name: __________________________________________  School : __________________ Grade:_________ Year:   _________

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

1. Student will participate in the Alabama High School Graduation Exam. Student is working toward either the Alabama High School Diploma or the Alabama Occupational Diploma.
2. No accommodations are required for student to participate in the Alabama High School Graduation Exam.
3. Accommodations are required for student to participate in the Alabama High School Graduation Exam. (See attached ACCOMMODATIONS CHECKLIST.)
4. Student will participate in the Alabama Alternate Assessment.
5. Student will participate in the Alabama High School Graduation Exam and GED. Student is working toward the Alabama High School Diploma and the Alternate Adult High School Diploma.

Justification for the committee decision:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)  ALABAMA READING AND MATHEMATICS TEST (ARMT)

1. Student will participate in the Stanford 10 and Alabama Reading and Mathematics Test.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACCOMMODATIONS CHECKLIST.)
4. Student will participate in the Alabama Alternate Assessment.

Justification for the committee decision:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)

1. Student will participate in the Alabama Direct Assessment of Writing.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACCOMMODATIONS CHECKLIST.)
4. Student will participate in the Alabama Alternate Assessment.

Justification for the committee decision:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

1. Student will participate in the Dynamic Indicators of Basic Early Literacy Skills.
2. No accommodations are required for student to participate.
3. Accommodations are required for student to participate. (See attached ACCOMMODATIONS CHECKLIST.)
4. Student will participate in the Alabama Alternate Assessment.

Justification for the committee decision:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the IEP Team is reconvened. Students needing special formats will participate in pilots only if special formats are available.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _______________________________  School:  ___________________________  Grade: _________  Year: ________

I. STANDARD ADMINISTRATION:

A. Scheduling Accommodations. Test will be administered:
   - 1. At a time of day most beneficial to student.
   - 2. In periods of one subtest followed by a break.
   - 3. With flexible scheduling.
   - 4. With other accommodations needed due to the nature of the disability and the nature of assessment.

   SDE APPROVAL ONLY.

B. Setting Accommodations. Test will be administered:
   - 1. In a carrel.
   - 2. In the special education classroom.
   - 3. At the student’s home (homebound students only).
   - 4. With teacher facing student.
   - 5. By student’s special education teacher.
   - 6. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)
   - 7. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   - 1. Large print.
   - 2. Student using magnifying equipment.
   - 3. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   - 4. Colored overlay.
   - 5. Marker to maintain place.
   - 6. Adaptive/special furniture.
   - 7. Special lighting/acoustics.
   - 8. Templates.
   - 9. With other accommodations needed due to nature of the disability and nature of the assessment.

   SDE APPROVAL ONLY.

II. NON-STANDARD ADMINISTRATION–ONLY RAW SCORES REPORTED. (Report will indicate non-standard administration.)

Format and/or Equipment Accommodations. Test will be administered with the following accommodations:
   - 1. Braille.
   - 2. With other accommodations needed due to the nature of the disability and the nature of the assessment.

   SDE APPROVAL ONLY.
IEP ACCOMMODATIONS CHECKLIST

Stanford Achievement Test, Tenth Edition (Stanford 10)
Alabama Reading and Mathematics Test (ARMT)

Revised May 2003

The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _________________________________  School: __________________________  Grade: ___________  Year: _______

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of one subtest followed by a break of _______ minutes.
   ☐ 3. With flexible scheduling.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of assessment.

   SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In a carrel.
   ☐ 3. In the special education classroom.
   ☐ 4. At the student’s home (homebound students only).
   ☐ 5. With student seated in front of classroom.
   ☐ 6. With teacher facing student.
   ☐ 7. By student’s special education teacher.
   ☐ 8. Individually.
   ☐ 9. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   ☐ 10. With other accommodations needed due to the nature of the disability and the nature of assessment. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 4. Templates.
   ☐ 5. Abacus.
   ☐ 6. Large-print test booklet with large-print answer document.
   ☐ 7. Adaptive or special furniture.
   ☐ 8. Slantboard or wedge.
   ☐ 10. Special lighting/acoustics.
   ☐ 11. Marker to maintain place.
   ☐ 12. Pencil grip.
   ☐ 13. Large-diameter soft-lead (No.2) pencil.
   ☐ 16. With other accommodations needed due to the nature of the disability and the nature of assessment. SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodations:
   ☐ 1. Student will mark answers in test booklet. (Report will indicate non-standard administration for Stanford 10.) SDE APPROVAL ONLY.
   ☐ 2. Student’s answers will be recorded by proctor or assistant. (Report will indicate non-standard administration for Stanford 10.)
      ___ Student will point to answer.
      ___ Student will answer orally
      ___ Student will sign answer.
      ___ Student will answer using communication device.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: ________________________________  School: ___________________________  Grade: ________  Year: ________

A. Scheduling Accommodations. Test will be administered:
   1. At a time of day most beneficial to student.
   2. With time limits extended (not to exceed double the specific limit). **SDE APPROVAL REQUIRED EXCEPT FOR STUDENTS USING BRAILLE OR LARGE PRINT.**
   3. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

B. Setting Accommodations. Test will be administered:
   1. In a small group.
   2. In a carrel.
   3. In the special education classroom.
   4. At the student’s home (homebound students only).
   5. With student seated in front of classroom.
   6. With teacher facing student.
   7. By student’s special education teacher.
   8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   10. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

C. Format and/or Equipment Accommodations. Test will be administered with:
   1. Large print.
   2. Braille.
   3. Read aloud by test administrator.
   4. Student using magnifying equipment.
   5. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   6. Student wearing noise buffers.
   8. Templates.
   9. Special lighting/acoustics.
   10. Marker to maintain place.
   11. Colored overlay.
   12. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**

D. Recording Accommodations.
   1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
   2. With other accommodations needed due to the nature of the disability and nature of the assessment. **SDE APPROVAL ONLY.**
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the IEP Team, this checklist becomes part of the student’s IEP.

Name: _____________________________________  School: _______________________  Grade: _______  Year: ________

A. Scheduling Accommodations. Tests will be administered:
   - 1. At a time of day most beneficial to student.
   - 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
   - 3. Until, in the administrator’s judgment, the student can no longer sustain the activity.
   - 4. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

B. Setting Accommodations. Tests will be administered:
   - 1. In a small group.
   - 2. In a carrel.
   - 3. In the special education classroom.
   - 4. At the student’s home (homebound students only).
   - 5. With student seated in front of classroom.
   - 6. With teacher facing student.
   - 7. By student’s special education teacher.
   - 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
   - 10. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:
   - 1. Large print.
   - 2. Braille.
   - 3. Mathematics subject-area test read aloud by test administrator.
   - 4. Language subject-area test read aloud by test administrator.
   - 5. Science subject-area test read aloud by test administrator.
   - 6. Social Studies subject-area test read aloud by test administrator.
   - 7. Student using magnifying equipment.
   - 8. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   - 10. Templates.
   - 12. Special lighting/acoustics.
   - 13. Marker to maintain place.
   - 16. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

D. Recording Accommodations.
   - 1. Student will mark answers in test booklets.
   - 2. Student’s answers will be recorded by proctor or assistant.
   - 3. Student will mark answers by machine.
   - 4. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.
APPENDIX B

Participation and Accommodations
Checklists for 504 Students
When completed by the 504 Committee, this checklist becomes a part of the student’s 504 Plan.

Name:__________________________________________  School : __________________ Grade:_________ Year:   _________

ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE)

- 1. Student will participate in the Alabama High School Graduation Exam (AHSGE). Student is working toward the Alabama High School Diploma.
- 2. No accommodations are required for student to participate in the AHSGE.
- 3. Accommodations are required for student to participate in the AHSGE. (See attached ACCOMMODATIONS CHECKLIST.)
- 4. Student will participate in the AHSGE and GED. Student is working toward the Alabama High School Diploma and the Alternate Adult High School Diploma.

Justification for the committee decision:

________________________________________________________________________________________________________
________________________________________________________________________________________________________

STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)

ALABAMA READING AND MATHEMATICS TEST (ARMT)

Student will participate in the Stanford 10 with:

- 1. No accommodations.
- 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST, Revised May 2003.)

Justification for the committee decision:

________________________________________________________________________________________________________
________________________________________________________________________________________________________

ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)

Student will participate with:

- 1. No accommodations.
- 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST, Revised May 2003.)

Justification for the committee decision:

________________________________________________________________________________________________________
________________________________________________________________________________________________________

DYNAMIC INDICATORS OF EARLY LITERACY SKILLS (DIBELS)

Student will participate with:

- 1. No accommodations.
- 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST, Revised May 2003.)

Justification for committee decision:

________________________________________________________________________________________________________

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress (NAEP), the student will participate unless the 504 Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: ___________________________ School: ___________________________ Grade: _________ Year: ________

I. STANDARD ADMINISTRATION:

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of one subtest followed by a break.
   ☐ 3. With flexible scheduling.
   ☐ 4. With other accommodations needed due to the nature of the disability and nature of the assessment.
      SDE APPROVAL ONLY.

B. Setting Accommodations. Test will be administered:
   ☐ 1. In a carrel.
   ☐ 2. At the student’s home (homebound students only).
   ☐ 3. With teacher facing student.
   ☐ 4. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions - interpreter may not clarify or offer interpretation of items.)
   ☐ 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.
      SDE APPROVAL ONLY.

C. Format and/or equipment accommodations. Tests will be administered with:
   ☐ 1. Large-print.
   ☐ 2. Student using magnifying equipment.
   ☐ 3. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 4. Templates.
   ☐ 5. Adaptive/special furniture.
   ☐ 6. Special lighting/acoustics.
   ☐ 7. Colored overlay.
   ☐ 8. Marker to maintain place.
   ☐ 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.
      SDE APPROVAL ONLY.

II. NON-STANDARD ADMINISTRATION-ONLY RAW SCORES REPORTED: (Report will indicate non-standard administration.)

Format and/or Equipment Accommodations. Test will be administered with the following accommodations:
   ☐ 1. Braille.
   ☐ 2. With other accommodations needed due to the nature of the disability and the nature of the assessment.
      SDE APPROVAL ONLY.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: _________________________________  School: __________________________  Grade: ___________  Year: _______

A. Scheduling Accommodation. Test will be administered:
   ☐ 1. At a time of day most beneficial to student.
   ☐ 2. In periods of one subtest followed by a break of _______ minutes.
   ☐ 3. With flexible scheduling.
   ☐ 4. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In a carrel.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. Individually.
   ☐ 7. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions - interpreter may not clarify or offer interpretation of items.) SDE APPROVAL ONLY.
   ☐ 8. With other accommodations needed due to the nature of the disability and the nature of the assessment. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   ☐ 1. Magnifying equipment.
   ☐ 2. Amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 4. Templates.
   ☐ 5. Abacus.
   ☐ 6. Large-print test booklet with large-print answer document.
   ☐ 7. Adaptive or special furniture.
   ☐ 8. Slantboard or wedge.
   ☐ 10. Special lighting/acoustics.
   ☐ 11. Marker to maintain place.
   ☐ 12. Pencil grip.
   ☐ 13. Large-diameter soft-lead (No.2) pencil.
   ☐ 16. With other accommodations needed due to the nature of the disability and the nature of assessment. SDE APPROVAL ONLY.

D. Recording Accommodations. Test will be administered with the following accommodations:
   ☐ 1. Student will mark answers in test booklet. (Report will indicate non-standard administration for Stanford 10.) SDE APPROVAL ONLY.
   ☐ 2. Student’s answers will be recorded by proctor or assistant. (Report will indicate non-standard administration for Stanford 10.)
      ___ Student will point to answer.
      ___ Student will answer orally.
      ___ Student will sign answer.
      ___ Student will answer using communication device.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: ______________________________  School: ________________________  Grade: _________  Year: _________

A. Scheduling Accommodations. Test will be administered:
   ☐ 1. At a time of day most beneficial to students.
   ☐ 2. With time limits extended (not to exceed double the specific limit). SDE APPROVAL REQUIRED EXCEPT FOR STUDENTS USING BRAILLE OR LARGE PRINT.
   ☐ 3. With other accommodations needed due to the nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

B. Setting Accommodations. Test will be administered:
   ☐ 1. In a small group.
   ☐ 2. In a carrel.
   ☐ 3. At the student’s home (homebound students only).
   ☐ 5. With teacher facing student.
   ☐ 6. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions- interpreter may not clarify or offer interpretation of items.)
   ☐ 7. Individually.
   ☐ 8. With other accommodations needed due to the nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

C. Format and Equipment Accommodations. Test will be administered with:
   ☐ 1. Large Print.
   ☐ 2. Braille.
   ☐ 3. Read aloud by test administrator.
   ☐ 4. Student using magnifying equipment.
   ☐ 5. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   ☐ 6. Student wearing noise buffers.
   ☐ 7. Templates.
   ☐ 9. Special lighting/acoustics.
   ☐ 10. Marker to maintain place.
   ☐ 11. Colored overlay.
   ☐ 12. With other accommodations needed due to the nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

D. Recording Accommodations.
   ☐ 1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
   ☐ 2. With other accommodations needed due to the nature of the disability and nature of the assessment. SDE APPROVAL ONLY.
504 ACCOMMODATIONS CHECKLIST

Alabama High School Graduation Exam (AHSGE)
(Also used for the Pre-Graduation Examination)

Revised May 2003

The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the 504 Committee, this checklist becomes part of the student’s 504 Plan.

Name: _____________________________________  School: _______________________  Grade: _______  Year: ________

A. Scheduling Accommodations.  Tests will be administered:
   1. At a time of day most beneficial to student.
   2. In periods of _____minutes followed by rest breaks of _____minutes.
   3. Until, in the administrator’s judgment, the student can no longer sustain the activity.
   4. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

B. Setting Accommodations.  Tests will be administered:
   1. In a small group.
   2. In a carrel.
   3. At the student’s home (homebound students only).
   5. With teacher facing student.
   6. Using an interpreter during the time oral instruction is given to the student.  (Interpreter may only interpret directions- interpreter may not clarify or offer interpretation of items.)
   7. Individually.
   8. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations.  Test will be administered with:
   1. Large print.
   2. Braille.
   3. Mathematics subject-area test read aloud by test administrator.
   4. Language subject-area test read aloud by test administrator.
   5. Science subject-area test read aloud by test administrator.
   6. Social Studies subject-area test read aloud by test administrator.
   7. Student using magnifying equipment.
   8. Student using amplification equipment (e.g., hearing aid, auditory trainer).
   10. Special lighting/acoustics.
   11. Marker to maintain place.
   12. Colored overlay.
   13. Student wearing noise buffers.
   14. Templates.
   15. Abacus.
   16. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.

D. Recording Accommodations.
   1. Student will mark answers in test booklets.
   2. Student’s answers will be recorded by proctor or assistant.
   3. Student will mark answers by machine.
   4. With other accommodations needed due to nature of the disability and nature of the assessment. SDE APPROVAL ONLY.
APPENDIX C

Participation and Accommodations
Checklists for Limited English Proficient/English Language Learners
LEP/ELL PARTICIPATION DOCUMENTATION
Alabama Student Assessment Program

When completed by the LEP/ELL Committee, this checklist becomes a part of the student’s LEP Plan.

Name:__________________________________________  School : __________________ Grade:_________ Year:   _________

ALABAMA HIGH SCHOOL GRADUATION EXAM(AHSGE)

☐ 1. Student will participate in the Alabama High School Graduation Exam (AHSGE). Student is working toward the Alabama High School Diploma.
☐ 2. No accommodations are required for student to participate in the AHSGE.
☐ 3. Accommodations are required for student to participate in the AHSGE. (See attached ACCOMMODATIONS CHECKLIST.)
☐ 4. Student will participate in the AHSGE and GED. Student is working toward the Alabama High School Diploma and the Alternate Adult High School Diploma.

Justification for the committee decision:

________________________________________________________________________________________________________
________________________________________________________________________________________________________

STANFORD ACHIEVEMENT TEST, TENTH EDITION (Stanford 10)
ALABAMA READING AND MATHEMATICS TEST (ARMT)

Student will participate in the Stanford 10 with:

☐ 1. No accommodations.
☐ 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST.)

Justification for the committee decision:

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

ALABAMA DIRECT ASSESSMENT OF WRITING (ADAW)

Student will participate with:

☐ 1. No accommodations.
☐ 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST.)

Justification for the committee decision:

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

Student will participate with:

☐ 1. No accommodations.
☐ 2. Accommodations. (See attached ACCOMMODATIONS CHECKLIST.)

Justification for committee decision:

____________________________________________________________________________________________________________

If the school is chosen to participate in piloting of an assessment, or the National Assessment of Educational Progress (NAEP), the student will participate unless the LEP/ELL Committee is reconvened. Students needing special formats will participate in pilots only if special formats are available.
LEP/ELL ACCOMMODATIONS CHECKLIST

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Revised May 2003

The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the LEP/ELL Committee, this checklist becomes part of the student’s LEP Plan.

Name: _______________________________ School: ___________________________ Grade: _________ Year: ________

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of one subtest followed by a break.
- 3. With flexible scheduling.
- 4. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

B. Setting Accommodations. Test will be administered:

- 1. In the ESL classroom.
- 2. In a carrel.
- 3. With teacher facing student.
- 4. By student’s ESL teacher.
- 5. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)
- 6. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:

- 1. Marker to maintain place.
- 2. Templates.
- 3. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the LEP/ELL Committee, this checklist becomes part of the student’s LEP Plan.

Name: _________________________________  School: __________________________  Grade: ___________  Year: _______

A. Scheduling Accommodations. Test will be administered:
   1. At a time of day most beneficial to student.
   2. In periods of one subtest followed by a break of ______ minutes.
   3. With flexible scheduling.
   4. With other accommodations needed due to the level of language proficiency.

   SDE APPROVAL ONLY.

B. Setting/Administration Accommodations. Test will be administered:
   1. In a small group.
   2. With student seated in front of classroom.
   3. In a carrel.
   4. With teacher facing student.
   5. By student’s ESL teacher.
   6. In ESL classroom.
   7. Individually.
   8. Using interpreter during time oral instruction is given to the student. (Interpreter may only interpret directions; interpreter may not clarify or offer interpretation of items.
   9. With other accommodations needed due to the level of language proficiency.

   SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:
   1. Templates.
   2. Marker to maintain place.
   4. English/native language translation dictionary (word-to-word translation/no definitions).
   5. English/native language electronic translator (word-to-word translation/no definitions).
   6. With other accommodations needed due to the level of language proficiency.

   SDE APPROVAL ONLY.
The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the LEP/ELL Committee, this checklist becomes part of the student’s LEP Plan.

Name: ___________________________ School: ___________________________ Grade: _________ Year: _________

A. Scheduling Accommodations. Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With time limits extended (not to exceed double the specific limit). SDE APPROVAL ONLY.
- 3. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

B. Setting Accommodations. Test will be administered:

- 1. In a small group.
- 2. Individually.
- 3. In the ESL classroom.
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By student’s ESL teacher.
- 7. In a carrel.
- 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions–interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Test will be administered with:

- 1. Read aloud in English by test administrator.
- 2. English/native language translation dictionary (word-to-word translation/no definitions).
- 3. English/native language electronic translator (word-to-word translation/no definitions).
- 4. Markers to maintain place.
- 5. Templates.
- 6. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

D. Recording Accommodations.

- 1. Student will mark answers by machine such as typewriter and/or word processor (spelling checker, grammar checker, and dictionary programs prohibited).
- 2. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.
LEP/ELL ACCOMMODATIONS CHECKLIST

Alabama High School Graduation Exam (AHSGE)
(Also used for the Pre-Graduation Examination)

Revised May 2003

The accommodations specified below are in keeping with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests. When completed by the LEP/ELL Committee, this checklist becomes part of the student’s LEP/ELL Plan.

Name: ___________________________  School: ___________________________  Grade: _______  Year: ________

A. Scheduling Accommodations. Tests will be administered:

- 1. At a time of day most beneficial to student.
- 2. In periods of _____ minutes followed by rest breaks of _____ minutes.
- 3. With other accommodations needed due to the level of language proficiency.
   SDE APPROVAL ONLY.

B. Setting Accommodations. Tests will be administered:

- 1. In a small group.
- 2. Individually.
- 3. In the ESL classroom.
- 4. In a carrel.
- 5. With student seated in front of classroom.
- 6. With teacher facing student.
- 7. By student’s ESL teacher.
- 8. Using an interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions—interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.

C. Format and/or Equipment Accommodations. Tests will be administered with:

- 1. Mathematics subject-area test read aloud in English by test administrator.
- 2. Language subject-area test read aloud in English by test administrator.
- 3. Science subject-area test read aloud in English by test administrator.
- 4. Social Studies subject-area test read aloud in English by test administrator.
- 5. English/native language translation dictionary (word-to-word translation/no definitions).
- 6. English/native language electronic translator (word-to-word translation/no definitions).
- 7. Template.
- 8. Marker to maintain place.
- 9. With other accommodations needed due to nature of the level of language proficiency. SDE APPROVAL ONLY.

D. Recording Accommodations.

- 1. Student will mark answers in test booklets.
- 2. With other accommodations needed due to the level of language proficiency. SDE APPROVAL ONLY.