



# West Virginia Guidelines for Participation in State Assessments

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## FOREWORD

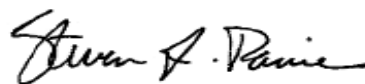
West Virginia uses multiple state assessments to measure student achievement and inform program decision making. The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)* requires participation of students with disabilities in statewide assessments to be consistent with the *No Child Left Behind Act of 2001 (NCLB)*.

States are directed by NCLB to issue guidelines for appropriate participation of students with disabilities and students with limited English proficiency in those assessments. NCLB requires that states do the following:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state;
- align assessment to the state standards;
- assess all students;
- provide reasonable adaptations and accommodations for students with disabilities and students with limited English proficiency;
- measure the progress of all students, including students with disabilities, relative to the “state” standards for the grade “in which the student is enrolled”, and
- develop one or more “alternate” assessments to assess grade-level expectations for those students with disabilities who, based on the findings of their Individualized Education Program (IEP) teams, cannot participate in all or part of the state’s assessments, even with accommodations.

The West Virginia Department of Education has crafted this document titled *West Virginia Guidelines for Participation in State Assessments* to 1) provide policy guidance to IEP teams, 504 Committees and LEP Committees to appropriately accommodate students with disabilities in statewide assessments and 2) assist teachers and schools to work within the framework of federal law and state policies. The participation guidelines are referenced by addendum to Policy 2340, *West Virginia Measures of Academic Progress*; Policy 2419, *Education of Exceptional Students*; and Policy 2417, *Programs of Study for Limited English Proficiency*; therefore, this document is an addendum to the above mentioned state policies.

Additional copies of this document may be accessed on the Office of Assessment, Accountability and Research website at <http://oaa.k12.wv.us> or on the **Office of Special Programs, Extended and Early Learning** website at <http://wvde.state.wv.us/osep> or by calling (304) 558-2546 or (304) 558-2696.



Dr. Steven L. Paine  
State Superintendent of Schools

## ACKNOWLEDGEMENTS

County Test Coordinators, Regional Education Service Agency (RESA) and County Special Education Directors, the Office of Special Programs Extended and Early Learning and the Office of International Schools and English as a Second Language (ESL) provided substantial consideration and contributions to the Office of Assessment, Accountability and Research in the development of this document. The collaborative effort of these important stakeholders is much appreciated.

We would to like acknowledge the invaluable technical assistance offered by the Appalachian Regional Comprehensive Center (ARCC) and its partner, The George Washington University Center for Equity and Excellence in Education (GW-CEEE). Dr. Lynn Shafer Willner, a Senior Research Scientist and English Language Learning (ELL) Specialist with GW-CEEE, was instrumental supporting the West Virginia Department of Education (WVDE) collaboration which addressed the refinement of West Virginia's state assessment policy for including and accommodating English language learners.

The West Virginia State Technical Assistance Committee (TAC) provided guidance and an extensive review of accommodations research for this document. We acknowledge their professionalism and expertise in providing appropriate accommodations for all measures of academic progress. This review included recommendations by the 2006 TAC committee. Members of the 2006 TAC included: Dr. Norman Webb, University of Wisconsin; Dale Carlson, Consultant; Dr. Karen Barton, Kim Block, Diane Lotfi, Rick Mercado, Changhua Rich, CTB/McGraw-Hill; Dr. Doris Redfield, AEL; Dr. Jan Barth,, Dr. Lynn Boyer, Dr. Amelia Courts, Brenda West, Keith Butcher, Annette Carey, Beth Cippoletti, Beth Judy, John Putnam, Jason Perdue, Sandi Starr and Liza Youell, WV Department of Education.

These guidelines were reviewed by the current TAC committee. Committee members for 2009-2010 are: Alan & Jan Sheinker, Sheinker Educational Services, Inc.; Norman Webb, University of Wisconsin; Gary Phillips, American Institute for Research; Dale Carlson, NAEP/WEST ED; Doris Redfield, Edvantia Inc.; Linn Williams, Kim Block and Joyce Wang, CTB/McGraw Hill; Jorea Marple, Jan Barth, Lynn Boyer, Beth Judy, Larry White, Beth Cippoletti, Nate Hixon, Diane Smith, Melissa Gholson, Tim Butcher, Pat Dillon, Sandy Foster, Vaughn Rhudy, and Jane Sims, WV Department of Education; William Mullett, Kanawha County Schools and Sue McGuier, Ohio County Schools.

## REVIEW PROCESS

The WVDE has a continuous and ongoing review process to examine the accommodations available to students with disabilities and limited English proficiency during statewide testing. Most recently, the accommodations for students with disabilities and limited English proficiency in the *2009-2010 West Virginia Guidelines for Participation in State Assessments* were reviewed by WVDE and national experts. These reviewers have extensive expertise in providing appropriate accommodations for special education students and students with limited English proficiency to ensure the most valid and reliable assessment results. The internal and external reviewers reached consensus on 1) the appropriateness and the validity of the allowable assessment accommodations documented in these *Guidelines* and 2) align to nationally researched and acceptable accommodations.

WVDE contracted with Edvantia, Inc. to study testing conditions for students with disabilities (Hughes, D’Brot, Bradley, Holloway, Howley, & Chadwick, 2006). The researchers found that there were no accommodations that were invalid; all of the accommodations were implemented in varying degrees. The most frequently occurring accommodation on WESTEST was reading the test aloud (including all directions, stimulus materials, questions, response options) verbatim for all tests except the reading/language arts test. The second most frequently occurring accommodation was extended time on timed tests\*. Students with disabilities on average received two accommodations during testing.

The Office of Assessment, Accountability and Research is conducting several research projects on accommodation implementation and usages. A comparative accommodations study using results from the May 2009 administration of *WESTEST 2* and *APTA* will examine the relationship between accommodations and student achievement. Results and findings will guide the review of accommodations to assure that the results of accommodated assessment continue to yield meaningful results. Another accommodations study which will analyze formative evaluations will begin this year and annually through 2014.

\* *WESTEST 2* and *APTA* are not timed tests

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## INTRODUCTION

This document provides policy guidance to (a) district administrators and test coordinators and (b) school administrators and Individualized Education Program (IEP) Teams, Section 504 Committees, or Limited English Proficient (LEP) Committees for the appropriate assessments and accommodations for all students in terms of statewide assessment.

West Virginia Board of Education (hereinafter WVBE) [Policy 2340](#), *Measures of Academic Progress (hereinafter WV-MAP)*

- 1) requires participation in statewide assessments for all students which includes and regular education students, IEP students, 504 students, and LEP students
- 2) incorporates into Policy 2340 by reference the *West Virginia Guidelines for Participation in State Assessments*. (See WVBE Policy 2340 at <http://wvde.state.wv.us/policies/p2340.doc>.)

The United States Department of Education, Office for Civil Rights (2000) has emphasized that exclusion from assessment undermines the value of assessment and also violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation in, denial of benefits to, or discrimination against, individuals with disabilities on the basis of their disability in federally-assisted programs or activities. IDEA 2004 addresses nondiscrimination in assessment for students with disabilities and assures that standards are measured and not the student's disability. For IDEA 2004 and Section 504, individualized determinations of assessment participation and acceptable accommodations are to be addressed by the IEP Team or Section 504 Committee, as defined in this document.

The *Elementary and Second Education Act (hereinafter ESEA)* requires assessment and accountability for all students, to ensure that schools make adequate yearly progress (hereinafter AYP) toward attaining reading and mathematics proficiency by 2014. To make AYP, schools must annually meet specific goals for increasing the percentage of students who attain proficiency, for students as a whole and by subgroups, including the students with disabilities and students with LEP subgroups. ESEA requires accommodations as appropriate both for students with disabilities and students with LEP.

Accommodations for LEP students were reviewed by a committee led by Lynn Shafer Willner, Ph.D. Senior Research Scientist at The George Washington University Center for Equity and Excellence in Education, Amelia Courts, Ed. D. Executive Director of the Office of International Schools, and Melissa Gholson, Assessment Coordinator for the West Virginia Department of Education. The Appalachian Regional Comprehensive Center (ARCC) requested that the WVDE receive support for the accommodations review for LEP student. Accommodations for LEP students as defined in Elementary and Secondary Education Act (ESEA) and [WVBE Policy 2417](#), *Programs of Study for Limited English Proficient Students* are provided.

In addition, this document addresses other special circumstances for student participation in the WV-MAP. Procedures for medically fragile students, homebound students, home-instructed students, alternative schools and nonpublic students are included. Unless students are identified as students with disabilities under IDEA 2004 or Section 504, or LEP students, the guidelines for accommodations do not apply.

The *Individuals with Disabilities Education Improvement Act of 2004* (hereinafter *IDEA 2004*) and WVBE Policy 2419 (<http://wvde.state.wv.us/policies/>), *Regulations for the Education of Students with Exceptionalities* set high expectations for students with disabilities by requiring that they have access to and opportunity to make progress in the general education curriculum and they be included in state assessment programs, with appropriate accommodations if necessary. Both ESEA and IDEA 2004 require assessment on grade-level content standards for all students, including the West Virginia Alternate Performance Task Assessment (hereinafter *APTA*) for students with the most significant cognitive disabilities who are unable to participate in the general assessment, even when accommodations are provided.

## OVERVIEW

WVBE Policy 2340, established the rules governing the administration and operation of WV-MAP which measures student performance and requires the WVDE to: 1) provide an operational framework to administer an effective and efficient statewide assessment program; 2) protect the integrity of the test data; and 3) support the use of assessment data to improve instruction. WV-MAP consists of multiple assessments. The purposes of the assessments vary, and the participation of all students is determined by grade level as per the federal law. The administration/examiner's manual for each assessment within the WV-MAP outlines the testing conditions for students participating in that particular assessment (<http://wvde.state.wv.us/oa/filecabinet.html>).

The standard conditions described in the administration materials are to be followed *unless* the Individualized Education Program (hereinafter IEP) Team, Section 504 Committee or LEP Committee decides a student needs accommodations to the testing conditions. West Virginia assessments under WV-MAP do not provide native language versions of state assessments for limited English proficient students, but rather provides appropriate accommodations that assure meaningful participation in state assessments. Accommodations for limited English proficient students are explained in depth in the LEP section of this document. These Participation Guidelines focus on WV-MAP as follows:

**West Virginia Educational Standards Test 2 (WESTEST 2)** is a customized test consisting of multiple-choice and gridded response items, as well as an online writing component, used to measure a student's level of achievement of the 21<sup>st</sup> Century Content Standards and Objectives (CSOs) for West Virginia. *WESTEST 2* assesses reading/language arts, mathematics, science and social studies in grades 3-11. This assessment is included in the determination of Adequate Yearly Progress (AYP).

**West Virginia Alternate Performance Task Assessment (APTA)** is an assessment specifically designed for a small number of students (1%) with significant cognitive disabilities, who are instructed using the Alternate Academic Achievement Standards and pursuing a modified diploma. Students are assessed in reading/language arts and math, grades 3-8 and 11 and science, grades 4, 6 and 11. This assessment is used to determine Adequate Yearly Progress (AYP).

**ACT EXPLORE and PLAN** are national assessments considered to be part of WV-MAP but are not used to determine AYP. Administration guidelines for accommodations for these assessments are specified by the test developer, not the West Virginia Department of Education.

EXPLORE<sup>®</sup> is a norm-referenced test that generates English, mathematics, reading, and science scores for West Virginia 8th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance.

PLAN<sup>®</sup> is a norm-referenced test that generates English, mathematics, reading, and science scores for West Virginia 10th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance.

**National Assessment of Educational Progress (NAEP)** is a national assessment of a representative sampling of America's students in grades 4, 8 and 12. NAEP measures what America's students know and can do in various subject areas. Assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP is not used in calculating AYP.

## DOCUMENT ORGANIZATION

This document contains the following information for assisting district and school staff in making informed decisions about accommodating students with disabilities, and/or 504 and LEP plans.

### Section I. Students with Disabilities

- Background on federal and state requirements
- Participation requirements
- Defining accommodations
- Role of the IEP team (for students with disabilities) or 504 Committee
- WVS 326: Documentation Procedure for IEP Accommodation
- Criteria for assigning accommodations
- Administrative directions
- Documentation of decisions
- Monitoring Requirements for Accommodations

### Section II. Students with Language English Proficiency (LEP)

- Definition
- Federal Inclusion Requirements

- West Virginia Inclusion Requirements
  - Defining Accommodations Allowable
  - Assigning Appropriate Accommodations
- Section III. West Virginia Measures of Academic Progress (WV-MAP)
- *WESTEST 2 including Online Writing*
  - *WV APTA*
  - *ACT EXPLORE and PLAN*
  - *NAEP*
- Section IV. Appendices
- Section V. References

Assessment schedules for all parts of WV-MAP <http://wvde.state.wv.us/oa/>

West Virginia State Board Policies <http://wvde.state.wv.us/policies/>

Administration manuals for all WV-MAP assessments  
<http://wvde.state.wv.us/oa/filecabinet.html>

# **I. GUIDELINES FOR INCLUDING AND ACCOMMODATING STUDENTS WITH DISABILITIES**

## ASSESSMENT REQUIREMENT FOR STUDENTS WITH DISABILITIES AND SECTION 504 GUIDELINES

To appropriately assess all students, the WVDE must assure assessments are valid, reliable and consistent with national assessment standards. When using assessments to identify schools needing improvement over a period of time, assessment administration and content must be consistent and scores must be comparable over time. The challenge is to maintain a fair assessment that simultaneously meets the technical quality requirements of statewide assessment and accountability and avoids discrimination against students with disabilities, and/or Section 504 and Language English Proficiency (LEP) plans. In this context, guidelines for appropriate assessment of all students, including those with disabilities and LEP's, are essential.

IDEA 2004 requires state guidelines for provision of appropriate accommodations to students with disabilities in statewide assessments and for participation in Alternate Performance Task Assessment (*APTA*), when necessary and determined by the IEP Team. According to the [January 12, 2001](#), joint memorandum issued by the United States Department of Education, Office of Elementary and Secondary Education, which governs NCLB, and the Office of Special Education and Rehabilitative Services, which ensures the provisions of IDEA 2004, the IEP Team must base decisions regarding accommodations on a full understanding of the consequences for reporting and accountability. Guidelines for assisting IEP Teams in making informed decisions serve the following:

- Define appropriate and nationally researched and accepted accommodations and how they are to be administered for all West Virginia assessments including the NCLB accountability assessments;
- Prohibit modifications that change what the test measures and assure modifications are **not** written into the IEP or Section 504 Plan;
- Define criteria for participation in statewide assessments; and
- Describe how decisions are documented in the IEP or Section 504 Plan.

Research, state policy and even litigation have addressed the effects of accommodations and modifications on learning results and assessment results for students with disabilities and students with LEP. Students who receive accommodations in classroom instruction should receive the same accommodations in statewide assessment, if appropriate. For guidance in addressing accommodations for LEP students, please refer to the next section of this document.

## Acceptable Ways to Participate in West Virginia State Assessments

As per federal legislation all students participate in the state assessments at the grade level in which they are enrolled. Students with disabilities may need accommodations to participate appropriately. Two groups of students with disabilities must be considered:

- 1) Students with disabilities as defined by IDEA 2004, and more specifically, those meeting the eligibility criteria in WVBE Policy 2419, whose IEPs must address assessment participation
- 2) Students who are not eligible under WVBE Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504 an amendment to the Rehabilitation Act of 1973 and the Americans with Disabilities (ADA) Amendments Act of 2008 *S. 3406* and as determined through local education agency written procedures implementing 34 Code of Federal Regulations (CFR) §104.

For purposes of NCLB reporting and accountability, only eligible students with disabilities under WVBE Policy 2419 and IDEA 2004 are included in the students with disabilities disaggregated subgroup. Both groups may receive acceptable accommodations (as defined in this document) as determined appropriate by the respective IEP Team or Section 504 Committee.

### Accommodations

Students with disabilities participate in all components of the WV-MAP under standard conditions or under standard conditions with accommodations, unless they meet the criteria for participation in the *APTA*. Both *WESTEST 2* and *APTA* have been designed to allow a variety of test administration options in presentation, response, setting and timing/scheduling. Accommodations in presentation, response, setting and timing/scheduling specific to students with disabilities are allowed.

Accommodations\* are a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that does not change what is intended to be measured by the assessment or the meaning of the resulting scores; an accommodation does not change the construct of the test (CCSSO, 2005; Thompson, Johnstone, & Thurlow, 2002; Thurlow, Quenemoen, Thompson, & Lehr, 2001). Acceptable ways to participate in the WV-MAP are as follows:

- **Standard Conditions For All Students** - Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.
- **Standard Conditions with Accommodations** - Acceptable testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these that does not change what is intended to be measured by the assessment or the meaning of the resulting scores.

Accommodations must be documented within a student’s IEP or Section 504 Plan. The allowable options and accommodations are defined in this document and the test administration manuals.

Modifications change what is intended to be measured by the assessment or the meaning of the resulting scores, and ***are not*** allowed. Modifications that are not allowed include, but are not limited to, off-level testing for assessments and reading aloud the *WESTEST 2* or *APTA* reading/language arts comprehension subtests. The WVDE distinguishes between assessment *accommodations* and *modifications* as presented in the table below.

Accommodations (allowable)	Modifications (not allowed)
<ul style="list-style-type: none"> <li>• Provide equitable access during assessments by mitigating the effects of a student’s disability or limited English proficiency.</li> <li>• Do not reduce learning achievement expectations for a student.</li> <li>• Do not change the construct being assessed.</li> <li>• Does not compromise the integrity or validity of the test.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide unfair advantage by reducing the difficulty of a test or altering the nature of the test.</li> <li>• Reduce the learning or achievement expectations for a student.</li> <li>• Change the construct being assessed.</li> <li>• Compromise the integrity of the test, resulting in invalid scores that are not meaningful.</li> </ul>

\*The West Virginia Department of Education utilized the nationally accepted research base of acceptable and recommended accommodations (CCSSO, 2005; Thompson, Thurlowe & Walz, 2001; Thurlowe & Bolt, 2001). These documents guide the work of the State and Technical Assistance Committee (TAC) in reviews and approve the accommodations for use in WV-MAP. These documents may be accessed at <http://apta.k12.wv.us/>. Other accommodations research used within the consideration and context of this document are included in the references section of this document.

### **Role of the Individualized Education Program (IEP) Team**

For eligible students with disabilities under this policy, the student’s IEP Team determines how the student participates in the WV-MAP, including whether the student takes the WESTEST 2 or meets the criteria for participation in APTA. If the student takes the WESTEST 2 or APTA, and other tests in the WV-MAP, the IEP Team determines and documents on the IEP any allowable accommodations as defined in this document.

*The IEP must specify how the student will participate in all the applicable assessments:*

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Standard conditions</b> for <b>all</b> students; or</li> <li>• <b>Standard conditions with accommodations</b> - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies; or</li> <li>• Student <i>meets criteria for APTA</i> and includes justification why the student cannot participate in the regular assessment.</li> </ul> |
|--|

These accommodations for appropriate assessment are to be reviewed at least annually and prior to the test. The IEP information, including testing conditions and accommodations, is documented in the student's WVEIS Special Education Student Information Record. The parent, and the student, if appropriate must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent and the student.

The student who participates in *WESTEST 2* **will also participate** in the other components of the WV-MAP, ACT EXPLORE, ACT PLAN and NAEP as determined by enrollment grade. If different accommodations are needed for tests other than *WESTEST 2*, the accommodations must be specified on the IEP or Section 504 Plan and be acceptable. Testing conditions and accommodations if any, must be documented in the student's WVEIS Special Education Student Information Record or Section 504 Testing Accommodations Record, as applicable. Accommodations for state tests, including *WESTEST 2* and *APTA* must be provided and documented during test administration to verify appropriate assessment accommodations were implemented as per WVS.326.

### **Making Assessment Decisions**

Individualized Education Program (IEP) team members must actively engage in a planning process that addresses: 1) assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments, and 2) use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Guidelines for making assessment decisions for students with IEPs and Section 504 plans:

- Ensure that decisions regarding the student's participation in the WV-MAP are based upon instruction, as well as educational performance data and are consistent with the IEP or Section 504 Plan.
- Ensure that parents, students, teachers and administrators are aware of the impact of test participation decisions on accountability and reporting. *APTA* results will be included in accountability with the results of all students. Disaggregated results for students with disabilities will be reported by school, county and state for *APTA* and *WESTEST 2* as required by IDEA 2004 and ESEA, to the extent possible in consideration of maintaining confidentiality of individual student results. In all forms of participation, except NAEP, individual student results will be available to parents and teachers.
- Determine if accommodations are needed and whether the accommodation is on the list included in this document or in the test administration manual. For an assessment accommodation that is not found on the list of allowable accommodations, the County Test Coordinator or County Special Education Director may submit a request for approval to the Office of Assessment, Accountability and Research following the procedures outlined in this document. Failure to use only allowable and/or approved accommodations will result in an invalid test score for the student.

## Determination of whether accommodations are needed

For students with an IEP or 504 review the assessment decisions on the IEP, including:

- Assessing the student with the general assessment *WESTEST 2* or *APTA*
- Assessing for *WESTEST 2*, *APTA* and other components of the WV-MAP, list the specific **and** acceptable assessment accommodations (as defined in this document), if any, and the test/subtest to which they apply
- Document the *WESTEST 2* or *APTA* conditions and accommodations in the student's WVEIS Special Education Student Information Record as per **WVS. 326** (as per [Policy 2340](#) ).
- Review the present levels of academic achievement, functional performance and IEP services or Section 504 plan to determine if the student is receiving instruction:
  - **Primarily in the general curriculum**, which is based on the 21<sup>st</sup> Century CSOs for West Virginia; if so, the student must participate in the *WESTEST 2* and other WV-MAP components, using the acceptable accommodations (as per this document) if appropriate, or
  - **Primarily in the West Virginia Alternate Academic Achievement Standards, which are linked to the 21<sup>st</sup> Century Extended CSOs** for West Virginia, and meets the criteria for participation in the *APTA*; if so, the student must participate in the *APTA* using the acceptable accommodations (as per this document) if appropriate
- Review the supplementary aids and services and program modifications provided in the IEP or Section 504 Plan for classroom instruction and assessment and the allowable accommodations. If an allowable accommodation is shown on the IEP as needed for a component of WV-MAP, then it must be provided to the student and will be reported as outline in **WVS.326 Documentation Procedures for IEP Accommodations**.

### Other Considerations

- Does the IEP provide for accommodations **in classroom instruction** and assessments? An accommodation for must be one the student uses in classroom instruction or assessment and must follow *West Virginia Guidelines for Participation in State Assessments*.
- Would using this accommodation in the components of the Measures of Academic Progress result in getting the best measure of what the student knows and can do on the skill being tested? Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning also are needed to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student's disability; therefore, ensuring to the skill, rather than the disability, is being measured. Factors such as the effectiveness of the accommodation, difficulties encountered when utilizing the accommodation and available research on the use of the accommodation need to be evaluated and considered.
- Will the student actually use the accommodation when testing occurs? When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so. Implementation of the accommodation must be documented at test time.

## ELIGIBILITY CRITERIA FOR APTA

All students must participate in state assessment. *WESTEST 2* is the appropriate assessment for most students. In the decision-making process for participation in the *WV-MAP*, students with disabilities, who have IEP's in grades three through eight and eleven with significant cognitive disabilities whose performance cannot be adequately assessed through *WESTEST 2* even with accommodations may be considered for *APTA* if the student meets the following requirements:

### *APTA* Eligibility Criteria

- The student has a **current IEP**;
- Multidisciplinary **evaluation** and educational **performance data** support the following:
  - The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Alternate Academic Achievement Standards linked to the WV 21<sup>st</sup> Century Content Standards and Objectives (CSO's) and access skills (social, motor and communication) not directly addressed in the CSOs, but embedded in instructional standards-based activities.
  - The student cannot participate in the *WESTEST 2* and other components of the *WV-MAP*, even with accommodations. Please note, the reasons why the student cannot participate must be clearly stated on the IEP.
  - In addition, if the student is fourteen years of age or older, and has been determined by the IEP Team that the student is unable to complete the state and county standard graduation requirements necessary to earn a standard diploma, even with extended learning opportunities and significant instructional modifications, the student will work toward a modified diploma. Please note, not all students earning a modified diploma must take the *APTA*; however, students working toward a standard diploma do not meet criteria for the *APTA*.
- If the student **meets all of the criteria**, the IEP document must include a justification statement for the *APTA*. For additional information, see Policy 2510 *Assuring the Quality of Education: Regulations for Education Programs*  
<http://wvde.state.wv.us/policies/p2510.pdf>.

## Monitoring Procedure for Assessment Accommodations

As required by (EDGAR 34 C.F.R. 76.770) and Assessment Peer Review Assessment Peer Review Guidance, 2004; WVDE has established a recommended procedure to ensure that 1) all eligible students with disabilities are provided the assessment accommodations documented on the student's IEP and 2) required documentation is available for monitoring/accountability purposes. The IEP is required to be implemented by federal law and state policy. Students are to be given agreed upon accommodations in the instructional process as well as agreed upon accommodations in the state required assessment process in accordance with the students' IEP (Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Section 614(d) (1)(A)(i)(VI)(aa) or 300.320(a)(b)(i). Additionally, states are required to provide documentation for the Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and Peer Review requirements (Standards and Assessment Peer Review Guidance, 2004) that ensures students receive the accommodations as per the student's IEP.

Special education law and policy require that an IEP must be developed and implemented to meet the individual needs of each eligible Student with a Disability. An IEP is a written plan, developed by a team as defined in WVBE Policy 2419, *Regulations for the Education of Students with Exceptionalities*, describing the specially designed instruction and appropriate accommodations, if any, needed for an eligible student to master the CSOs and be prepared for post secondary education and the workplace. The IEP includes instructional goals and objectives, when appropriate, and services. In addition, both general and special education federal laws and state policies delineate the requirements pertaining to the development and implementation of IEP assessment accommodations included within IEP's for eligible students with disabilities. Specifically, these requirements include ESEA requirements as amended by the No Child Left Behind Act of 2001 (PL 107-110); WVBE Policy 2510, *Assuring the Quality of Education; Regulations for Educational Programs*; WVBE Policy 2340, *WV-MAP* and the Individuals with Disabilities Education Act of 2004 (IDEA-PL108-446); and WVBE Policy 2419, *Regulations for the Education of Students with Exceptionalities*.

Federal requirements call for each state to establish procedures to ensure the assessment accommodation(s) defined on each student's IEP is/are the accommodation(s) actually implemented and received by the student during the administration of the assessment(s). These procedures require federal review and approval. See WVS.326 for established procedures for accommodations monitoring for students with disabilities and Section 504.

### WVS.326: Documentation Procedure for IEP Accommodations

The **WVS.326** is a program report called a Testing Option Report, Assessment with Accommodations. Two weeks before test administration, the County Test Coordinator and Special Education Director will run the program to print a list of students with their accommodations as entered into the WVEIS special education testing record. The **WVS.326** is **required** for *WESTEST 2* and *APTA*; *but* is not required for ACT PLAN, EXPLORE and NAEP. (Please note IEP testing accommodations must be correctly entered into the student's WVEIS record.

1. The **WVS.326** program report is called Print Special Education Student Testing Options Report.
  - a. A copy of the accommodations listing will be used by the Examiner in the administration of the test.
  - b. The copy will be given to the assigned Examiner administering the test to the students listed.
  - c. The Principal/Building Level Coordinator will monitor the test administration to ensure the Examiner is providing agreed-upon accommodations are per the IEP.
2. Before test administration, the assigned Examiner(s) will review each child's listed testing accommodation(s).
3. Special education law requires the IEP to be implemented; therefore, Examiner(s) must provide accommodations as defined in the IEP. Any intent to change the accommodations(s) by the school, teacher or student must be addressed through the IEP process prior to the testing window.
4. After test administration, the assigned Examiner(s) will mark the WVS.326 program report as follows:
  - a. **Underline** the name(s) of his/her assigned student(s).
  - b. **Circle** the accommodation(s) that **were provided** to each of the student(s).
  - c. **Asterisk** the accommodation(s) that **were not provided** to each student and provide an explanation as to why the student did not receive the accommodation(s) listed on the **WVS.326**.
  - d. **Sign** with legible signature and date of test administration at the bottom of the report.
  - e. **Return** the Print Special Education Student Testing Options Report(s) to the school Principal/Building Level Coordinator.

**NOTE:** The only acceptable reasons to violate the IEP are if the student 1) refused to accept the accommodation(s) or 2) finished before extra time or breaks were provided, specifically T03 and T04 on the IEP. Assigned Examiner(s) must inform the Principal who informs the Special Education Director of all incidents of students not receiving accommodation(s) defined in a student's IEP. All incidents require written documentation in the student file. The Office of Assessment, Accountability and Research will invalidate test and/or retest student(s) when the school staff did not provide the appropriate accommodations.

5. The Principal/Building Level Coordinator will make copies of all **WVS.326** reports for the school and return the originals of the signed and dated reports to the County Test Coordinator and/or County Special Education Director no later than one week following the testing. Copies of these listings are to be kept for Office of Educational Performance Audits (OEPA) monitoring process and West Virginia Continuous and Focused Monitoring Process.
6. The County Special Education Director must examine the **WVS.326** Testing Options Report(s) and immediately investigate any incident in which the student was not provided the assessment accommodation(s) listed on the IEP as per the **WVS.326**

report(s). The action taken by the county must include a report of the 1) findings, 2) conclusions, and 3) corrective action taken as a result of the investigation. The County Superintendent must be informed of the incident and results of the County Special Education Director's investigation must be submitted in writing within 30 days to the follow person:

Jim Brown, Assistant Director  
Office of Assessment, Accountability and Research  
1900 Kanawha Blvd., East  
Building 6, Room 330  
Charleston, WV 25305

7. West Virginia Department of Education is required to provide the state's procedure for assuring the accommodation(s) on the IEP is/are the one(s) provided on the assessment(s) for the Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and the Peer Review requirements (Standards and Assessment Peer Review Guidance, 2004)

**Notice:** In accordance with both special education monitoring and state special education complaint procedures, district noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued uncorrected noncompliance at the district/school can result in state-imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.

## **SECTION 504 Monitoring**

For students with disabilities as defined under Section 504, who do not have an IEP, the Section 504 Committee determines any needed accommodations for WV-MAP. The Section 504 Plan is developed by a group of stakeholders qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504, and plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 Plans.

If the student is determined to need accommodations during assessment, a description of the accommodations and other services provided to meet those needs are documented in the Section 504 Plan. Document for *WESTEST 2* and other components of the WV-MAP specific and acceptable accommodations (as defined in this document) test/subtest to which they apply and enter the information in the student's WVEIS Basic Student Information, Section 504 Testing Accommodations Record. The student's WVEIS Basic Student Record is tagged as Section 504 and the Section 504 Testing Accommodations record is completed. For *WESTEST 2* and other components of the WV-MAP, the specific and acceptable accommodations (as defined in this document) and the test/subtest to which they apply are documented and the information is entered in the student's WVEIS Basic Student Information Section 504 Testing Accommodations record.

For students with disabilities under Section 504 any changes in testing conditions must be specified as appropriate:

- Standard conditions - will be assumed if not specifically addressed in the Section 504 Plan; or
- With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies.

Whether the decision is made by the IEP Team or a Section 504 Committee, the parent and the student, if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent and the student.

## SPECIAL ACCOMMODATIONS

### SCRIBES, TRANSCRIPTION AND BRAILLE

#### Definition and duties of a scribe

Any person who transcribes must also be a trained examiner as defined by WVBE Policy 2340.

#### A scribe must:

- Fill out the *Scribe Verification Form* (in Examiner manual) at the conclusion of the transcription.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the Principal/Building Level Coordinator upon completion.
- Remain silent while the student is dictating or signing and will not indicate correct or incorrect responses.
- Ask student to repeat a word or phrase for understanding when needed.
- Not communicate verbally or nonverbally whether the response is correct or incorrect or complete an incomplete response.
- Indicate that he/she was unable to understand the student's oral or signed response.
- Record the interpreter's response.
- Demonstrate proficiency in signing if serving as both the interpreter and Scribe.
- Test in a location where other examinees are not able to hear or see other students' responses.
- When transcribing from a handwritten or word process response, the Scribe must record punctuation, capitalization and spelling as provided by the student; not complete a student's incomplete essay; and not discuss the student's essay with the student or any other person.

#### GUIDANCE FOR TRANSCRIPTION

- Word process the student's response specifically as given by the student.
- Remain silent while the student is dictating, signing, word processing or writing the response. Scribe can ask the student to repeat a word or phrase for understanding.
- If necessary, proofread student essay with another Scribe before word processing student response.
- Collect scratch paper, rough drafts and login information immediately at the end of the testing session. These items are considered secure material and must be collected and shredded by the Principal/Building Level Coordinator at the end of the testing session.
- For the purpose of *WESTEST 2 Online Writing* "transcribing" is the transferring of a student's written response onto the Web site. Scribes are charged to record a student's response; not add, delete or insert personal thinking in any manner. When a Scribe is transcribing the student's written response in a statewide test, the Scribe is to copy the exact words the student wrote.
- When the Scribe is recording oral or signed responses in a statewide test, the Scribe may give the student these options when recording the student's oral response:

verbalize the punctuation/mechanics as he/she gives the answer to the Scribe, have the student read the written response and indicate where the punctuation would be after he/she has given the answer or use a combination of the above options.

**TRANSCRIBING BRAILLE**

- Demonstrate proficiency in braille.
- Corrections of exclusively braille errors will be at the discretion of the Scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing an ‘f’ as opposed to the intended ‘d’ due to finger misplacement.
- The transcriber has the option to verify student response with another examiner trained in braille.

## SPECIAL ASSESSMENT CIRCUMSTANCES

### Medically Fragile/Emergency

Special participation rate exemptions for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illness or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition. A signed statement from the student's treating physician must accompany requests for exemptions based on these grounds. For additional information contact the Office of Education Performance Audits. (Refer to <http://oeпа.state.wv.us/resources.htm>). Appeals are available for those students who are too medically fragile to be assessed or who have other medical emergencies as documented by a physician. The appeals form is located at <http://oeпа.state.wv.us/>.

### Homebound Students

Homebound students are those students enrolled in a public school who, due to injury or for any other reason as certified in writing by a licensed physician or other licensed health care provider, are temporarily confined to home or hospital for a period that has lasted or will last more than three consecutive weeks and who meet the eligibility criteria in *WVBE Policy 2510, Assuring Quality Education: Regulations for Education Programs* for home/hospital instruction.

All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites approved by the County Test Coordinators. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in, *West Virginia Measures of Academic Progress*, WVBE Policy 2340, §4.8. The examiner must meet the definition of examiner as defined in [Policy 2340](#).

- All signed agreements must be on file at the student's home school.
- No family member may be present during the test administration.
- No family member may read any of the test materials.
- All test security procedures and schedules must be followed.

If it is possible for the homebound student to come to the school for testing, he or she should follow the school's testing schedule. If it is impossible for the homebound student to go to the school, the county will determine how the administration of the assessment will occur.

### Alternative Schools

An alternate education program ([WVBE Policy 2418](#)) is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and in adult life without positive interventions. Students in public alternative education programs are tested at the school site where they receive instruction. All test security procedures and schedules must be followed exactly as prescribed in this manual. Student test books must be returned to the student's home school for processing and then returned to the County Test Coordinator.

## INSTRUCTIONS FOR NONPUBLIC Home-Instructed Students

Home-instructed students are students not enrolled in a public school in the Local Education Agency. They are instructed by a person or persons providing home instruction. Home-instructed students may be enrolled in a course(s) in the public school system. Home-instructed students may participate in the *WESTEST 2*, ACT EXPLORE and PLAN under standard conditions administered in the public schools of the county in which they reside as per the following WVBE [Policy 2340](#) requirements. The parents/guardians of home-instructed students must notify the test coordinator of the county of their intent to participate in state assessments at least *two months* prior to testing. This includes the *WESTEST 2* Online Writing assessment which takes place prior to other components of *WESTEST 2*.

Home instructed students will be assigned:

- 1) a location for testing with an approved educator who has completed the required training as an Examiner/Scribe and signed the *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement*, and
- 2) a test date by the County Test Coordinator during the testing window.

All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in, *West Virginia Measures of Academic Progress*, [WVBE Policy 2340](#), §4.10. Violations of this policy shall result in the loss of testing privileges. Online Writing is the first session of *WESTEST 2* Reading/Language Arts; therefore, in order to receive a complete score, students must take both sessions. No breach form will be administered to home-instructed students. No family member may be present in the testing area during the administration of the test. All test security procedures and schedules must be followed.

### Nonpublic Schools

A nonpublic school student is a student who is not enrolled in an elementary, middle or high school established or maintained at public expense through the total basic foundation program/state aid formula. All nonpublic school students may participate in WV-MAP. Annually, the nonpublic school administrator(s) must notify the County Test Coordinator of the school's request to participate *at least two months prior* to the *scheduled* testing window.

The County Test Coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic Principal/Assigned Building Level Coordinator upon completion of the required training and receipt of signed *WVBE Principal and/or Building Level Coordinator Secure Materials and Test Procedures Agreement* (required annually). All educators and nonpublic school students participating in *WESTEST 2* shall be required to follow all testing guidelines and procedures set forth in [WVBE Policy 2340](#), §4.11. Violations of this policy shall result in the loss of testing privileges. All educators who have access to secure test materials must be trained annually; the training dates will be determined by the Principal or Building Level Coordinator of the participating nonpublic school. Examiners must have a West Virginia certified teaching license to administer the tests and be approved by the WVDE Office of Assessment, Accountability and Research.

## **II. GUIDELINES FOR INCLUDING AND ACCOMMODATING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

## LEP Student Definition

A LEP student is defined in [WVBE Policy 2340](#), *Measures of Academic Progress* and *West Virginia Board of Education Policy 2417*, *Programs of Study for Limited English Proficient Students*. A LEP student in the state of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *Elementary and Secondary Education Act* (ESEA).

A LEP student is classified as one:

- Who is aged 3 through 21; and
- Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- Who was not born in the United States or whose native language is a language other than English; or
- Who is a Native American or Alaska Native or a native resident of outlying areas; and
  - 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
  - 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
- Whose difficulties speaking, reading, writing, or understanding the English language are significant enough to deny the individual:
  - the ability to meet the state's proficiency level of achievement on state assessments;
  - the ability to achieve successfully in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society.

### Federal Inclusion Requirements for LEP Students

Federal provisions for inclusion and accommodation of LEP students are found in the 1965 Elementary and Secondary Education Act (ESEA). These provisions were first presented in The Improving America's Schools Act (IASA) and then updated in 2001 in The No Child Left Behind (NCLB) Act. IASA stipulated that states "provide for . . . the inclusion of *limited English proficient students* who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English" (U.S. Congress, 1994, Section 1111 [b][3][F][iii]). NCLB supports the same schema, adding the clarification that LEP Students should be eligible for other assessments "until such students have achieved English language proficiency" (U.S. Congress, 1994, Sec. 1111 ([b][3][C][ix][III])).

Under Title I of the ESEA, states must include LEP students in their assessments of academic achievement in reading/language arts and mathematics, and must provide LEP students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what LEP students know and can do in the academic content areas until they have achieved English language proficiency (U.S. Department of Education, 2006, p. 3).

### **West Virginia Inclusion Requirements for LEP Students**

1. All LEP students participate in the *WESTEST 2* in Mathematics, Reading/Language Arts, Science, and Social Studies and the *WESTEST 2 Online Writing* at the grade level in which they are enrolled or, if they also have an IEP and meet participation criteria, for the *APTA* in the grade level in which they are enrolled.
2. All public school LEP students enrolled in grade 8, except those meeting the criteria for *APTA*, will participate in *EXPLORE*.
3. All public school LEP students enrolled in grade 10, except those meeting the criteria for *APTA*, will participate in *PLAN*.
4. Reclassified or Exited LEP students are allowed the use of accommodations on state assessments during the two-year monitoring period.

#### **Exceptions:**

1. The accommodation requirements for state content assessments do not apply to the state English language proficiency assessment (*WESTELL*); all LEP Students, grades K-12, must take the ELDA annually, regardless of time in a U.S. school.
2. Only LEP students who have an Individual Educational Plan (IEP) and meet the criteria may participate in *APTA*.

### **Defining Accommodations Allowable to LEP Students**

Testing accommodations are one of the primary strategies for ensuring that LEP students are more likely to be tested on their knowledge of the content rather than their English language proficiency. Accommodations for LEP students involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for LEP students address the unique linguistic and socio-cultural needs of the student by reducing construct irrelevant variance due to language, but do not alter the test construct. Accommodated scores should be sufficiently equivalent in scale so that they can be pooled with scores that have not received accommodations (Acosta, Rivera, & Shafer Willner, 2008, p. 38). (To learn more about LEP accommodations, see <http://ells.ceee.gwu.edu>.)

## Convening the LEP Committee to Assign Accommodations to LEP Students

Decisions about accommodations should **not** be made by an individual. Decisions should be made by the LEP Committee responsible for planning the student’s academic program. The role of the LEP Committee is to discuss the accommodations that a student may need for state testing, decide which accommodations will be used by the student, and document the process. The committee should coordinate with all teachers of LEP students to ensure that LEP students use these accommodations as part of classroom instruction. The day of the assessment should not be the first time the LEP student uses the accommodation.

## Steps for Assigning Appropriate Accommodations to LEP Students

This section is designed to provide guidance for the LEP Committee as they assign accommodations to LEP students. It begins with a brief overview of the accommodations allowed on the WV-MAP assessment (*WESTEST 2*, *EXPLORE* and *PLAN*) assessments, followed by a recommended set of steps for matching the accommodations based on specific LEP characteristics. The next section is designed for test administrators and contains specific administration directions for each accommodation.

Accommodations help LEP Students access the content of the test by providing either direct linguistic support with the language of the test or indirect linguistic support with the conditions under which LEP students take the test (Rivera, Collum, Shafer Willner, & Sia, 2006, p. 48). Table A below provides guidance to decision makers for determining which accommodations are most appropriate for each individual LEP student. Following this table, the accommodations presented in Tables B-F are also broken down further in *STEP TWO* to offer examples of accommodations which are recommended for specific English language proficiency levels.

**Table A:** Overview of Accommodations Allowed on the *WESTEST 2* (Mathematics, Science, Social Studies, Reading/Language Arts) or Writing, *PLAN* and *EXPLORE* Assessments

ACCOMMODATIONS	WVEIS Code	Content Area of Assessment	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be most appropriate?
<b><i>Direct Linguistic Support - Oral</i></b>				
Read aloud test verbatim	P02	All WV-MAP assessments except WESTEST 2 reading language arts	Levels 1-3	Most appropriate for students whose listening skills in English are higher than reading skills, test items can be read aloud verbatim.

<b>ACCOMMODATIONS</b>	<b>WVEIS Code</b>	<b>Content Area of Assessment</b>	<b>Recommended English Language Proficiency Level of LEP Student</b>	<b>When would this accommodation be most appropriate?</b>
Read aloud directions only	P15	ALL WV-MAP	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, test items can be read aloud verbatim.
Read aloud directions, passage and prompt only	P26	WESTEST 2 On-line Writing	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, test items can be read aloud verbatim.
Rephrase directions	P18	All WV-MAP assessments	Levels 1-4	Most appropriate for students whose listening skills in English are higher than reading skills, test items can be read aloud verbatim.
Student indicates responses (in English) to a Scribe for selected-response items	R02	All WV-MAP assessments except WESTEST 2 On-line Writing	Levels 1-3	Most appropriate for students whose speaking skills in English are higher than writing skills, test item responses can be given orally.
<b><i>Direct Linguistic Support – Written</i></b>				
Use electronic translator to present test	P24	All WV-MAP assessments except WESTEST 2 reading language arts	Levels 2-5	Most appropriate for students who have attained an Advanced Beginning or higher level of English language proficiency and have received recent content instruction in the native language.
Use approved bilingual word-to-word dictionary to present directions only	P27	All WV-MAP assessments	Levels 2-5	Most appropriate for students who have attained an Advanced Beginning or higher level of English language proficiency and have received recent content instruction in the native language.
Use electronic translator to present directions only	P25	All WV-MAP assessments	Levels 2-5	Most appropriate for students who have attained an Advanced Beginning or higher level of English language proficiency and have received recent content instruction in the native language.
Use approved bilingual word-to-word dictionary to respond	R27	All WV-MAP assessments except WESTEST 2 reading language arts and writing	Levels 2-3	Most appropriate for students who have attained an Advanced Beginning or Intermediate level of English language proficiency and have received recent content instruction in the native language.

ACCOMMODATIONS	WVEIS Code	Content Area of Assessment	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be most appropriate?
<b>Indirect Linguistic Support</b>				
Take more breaks	T03	All WV-MAP assessments	Levels 1-5	This accommodation is listed here as a reminder that all LEP students may potentially benefit from more breaks and extended time beyond what is allotted to their native English-speaking classmates.
Extended time	T04	All WV-MAP assessments	Levels 1-5	This accommodation is listed here as a reminder that all LEP students may potentially benefit from more breaks and extended time beyond what is allotted to their native English-speaking classmates.
Flexible scheduling, extra time within the same day	T07	All WV-MAP assessments	Levels 1-5	This accommodation is listed here as a reminder that all LEP students may potentially benefit from more breaks and extended time beyond what is allotted to their native English-speaking classmates.

## Additional Guidance for Assigning Accommodations

This section of the guidelines provides step-by-step guidance that can be used in addition to Table A. above. It is designed to help decision makers assign accommodations to LEP Students with different English language proficiency levels.

Research indicates that LEP students with assigned accommodations matched to their linguistic and cultural needs scored higher than (a) LEP Students with “incomplete” accommodations – i.e., assignment done without matching accommodations to LEP-responsive criteria. LEP Students with assigned accommodations matched to their linguistic and cultural needs and (b) LEP Students who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Below is a **three-step process** to assign accommodations to an individual LEP student to maintain the reliability and validity of accommodated scores:

### **STEP ONE**

Consider the LEP student’s level of language proficiency in English and the native language.

- A) What is the LEP student’s English language proficiency level according to WESTELL? (See <http://wvconnections.k12.wv.us/documents/FAQ011409.doc> for more information.)

1. Beginning [Level 1]
2. Advanced Beginning [Level 2]
3. Intermediate [Level 3]
4. Early Fluent [Level 4]
5. Fluent [Level 5]

- B) Can the student read or write proficiently in his/her native language?

Research indicates that native language accommodations can validly support an LEP student’s access to an assessment offered in the English language. [For information, please refer to Francis, Lesaux, Kieffer, & Rivera (2006), available at <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf> and Acosta, Rivera, & Shafer Willner (2008), available at <http://ells.ceee.gwu.edu/>.] Even if bilingual instruction is not a part of the student’s LEP Plan, LEP Committees should consider the role of the native language when determining ESL Services (see Toolkit p. 9 <http://wvconnections.k12.wv.us/documents/WVToolkitConnectingESLBestPracticesSinglePages2009.pdf> ). Baseline information (e.g., writing samples the student provided during the initial English language proficiency placement and Identification process or in the classroom.) can be obtained to indicate whether the LEP student has any proficiency in reading and writing the native language. The LEP Committee should use this information about the LEP student’s native language literacy to determine whether accommodations, such as bilingual word-to-word

dictionary or an electronic translator, would be helpful to the LEP student during instruction and assessment.

**Basic guidelines:**

1. **STRONG** native language proficiency -Student can speak and read proficiently in native language
2. **INTERMEDIATE** native language proficiency -Student has strong native language oral skills but limited native language reading skills
3. **LIMITED** native language proficiency -Student has limited speaking and reading skills in native language

In summary, the LEP Committee identifies the LEP Student’s English language proficiency (ELP) level and information about the student’s native language proficiency to select the accommodations from the state list that have been identified as best supporting LEP Students. The accommodations listed below are specific to LEP students and their linguistic needs.

**Students with Beginning [Level 1] and Advanced Beginning [Level 2] English Language Proficiency:**

LEP students at the lowest levels of English language proficiency tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English; however, most of these would not be expected to produce much of an effect for the lowest proficiency levels. Oral accommodations are particularly helpful to students with limited formal studies (LFS) who have low literacy skills in both native language and English.

**Table B.** Suggested Accommodations for LEP Students with Beginning [Level 1] and Advanced Beginning [Level 2] ELP Levels

	<b>English Language Accommodation</b>	<b>Native Language Accommodation</b>
<b>Direct Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Read aloud verbatim stimulus material, questions and/or answer choices</li> <li>• Read aloud directions</li> <li>• Rephrase directions</li> <li>• Student indicates responses (in English) to a Scribe for selected-response items</li> </ul>	n/a
<b>Indirect Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Take more breaks</li> <li>• Extended time</li> <li>• Flexible scheduling, extra time within the same day</li> </ul>	

**Students with Beginning [Level 1] and Advanced Beginning [Level 2] English Language Proficiency with Strong Native Language Proficiency:**

LEP students at the lowest levels of English language proficiency tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English, but cautioned that most of these would not be expected to produce much of an effect for the lowest proficiency levels. Native language support in the form of bilingual word-to-word dictionaries or electronic translators can be helpful if the LEP student is literate in his/her native language and has received recent instruction in that language (whether in the U.S. or abroad).

**Table C. Suggested Accommodations for LEP Students with Beginning [Level 1] and Advanced Beginning [Level 2] ELP Levels and STRONG native skills**

	<b>English Language Accommodation</b>	<b>Native Language Accommodation</b>
<b>Direct Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Read aloud verbatim stimulus material, questions and/or answer choices</li> <li>• Read aloud directions</li> <li>• Rephrase directions</li> <li>• Student indicates responses (in English) to a Scribe for selected-response items</li> </ul>	<ul style="list-style-type: none"> <li>• Use approved bilingual word-to-word dictionary to present test</li> <li>• Allow electronic translator to present test</li> <li>• Use approved bilingual word-to-word dictionary to present directions only (acceptable for all WV-MAP assessments)</li> <li>• Use electronic translator to present directions only (acceptable for <i>WESTEST 2</i> R/LA)</li> <li>• Use approved bilingual word-to-word dictionary to respond</li> <li>• Use electronic translator to respond</li> </ul>
<b>Indirect Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Take more breaks</li> <li>• Extended time</li> <li>• Flexible scheduling, extra time within the same day</li> </ul>	

**Students with Intermediate [Level 3] English Language Proficiency:**

LEP students at the intermediate level of English language proficiency have usually developed some literacy in English and are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to LEP Students with beginning ELP levels, the existing research suggests that native language accommodations are more useful than English accommodation at the intermediate level. **Students with low levels of native language proficiency (e.g., those do not have formal native language education) will not necessarily benefit from the provision of accommodations in the native language.**

**Table D.** Suggested Accommodations for LEP Students with Intermediate [Level 3] ELP Levels

	<b>English Language Accommodation</b>	<b>Native Language Accommodation</b>
<b>Direct Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Read aloud verbatim stimulus material, questions and/or answer choices</li> <li>• Read aloud directions</li> <li>• Rephrase directions</li> <li>• Student indicates responses (in English) to a Scribe for selected-response items</li> </ul>	<b>No formal native language education</b>
<b>Indirect Linguistic Support</b>	Extended time	

**Students with Intermediate [Level 3] English Language Proficiency:**

Because LEP students at the intermediate level of English language proficiency have usually developed some literacy in English, these students are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to LEP Students with beginning ELP levels, the existing research suggests that native language accommodations are considered more useful than English accommodation at the intermediate level. Thus, native language support in the form of bilingual word-to-word dictionaries or electronic translators can be helpful if the LEP student is literate in his/her native language and has received recent instruction in that language (whether in the U.S. or abroad).

**Table E. Suggested Accommodations for LEP Students with Intermediate [Level 3] ELP Levels and STRONG native language skills**

	<b>English Language Accommodation</b>	<b>Native Language Accommodation</b>
<b>Direct Linguistic Support</b>	<ul style="list-style-type: none"> <li>• Read aloud verbatim stimulus material, questions and/or answer choices</li> <li>• Read aloud directions</li> <li>• Rephrase directions</li> <li>• Student indicates responses (in English) to a Scribe for selected-response items</li> </ul>	<ul style="list-style-type: none"> <li>• Use approved bilingual word-to-word dictionary to present test</li> <li>• Allow electronic translator to present test</li> <li>• Use approved bilingual word-to-word dictionary to present directions only (acceptable for <i>WESTEST 2 R/LA</i>)</li> <li>• Use electronic translator to present directions only (acceptable for <i>WESTEST 2 R/LA</i>)</li> <li>• Use approved bilingual word-to-word dictionary to respond</li> <li>• Use electronic translator to respond</li> </ul>
<b>Indirect Linguistic Support</b>	Extended time	

**Students with Early Fluent [Level 4], Fluent [Level 5] English Language Proficiency, and Monitored LEP students:**

For students at advanced ELP levels [Levels 4 and 5] and Monitored Former LEP students, the need for most kinds of accommodations is expected to decrease. However, customized glossaries are considered useful for these students. English language glossaries are considered appropriate for most groups at the advanced level and dual language glossaries are recommended for advanced students who are literate in the native language and who have received instruction in the native language. Experts note that students at the advanced ELP level typically have enough English that they do not need oral translation or response accommodations. Native language support in the form of bilingual word-to-word dictionaries or electronic translators can be helpful if the LEP student is literate in his/her native language and has received recent instruction in that language (whether in the U.S. or abroad).

**Table F.** Suggested Accommodations for LEP Students with Early Fluent and Fluent ELP Levels and Monitored LEP Students with STRONG native language proficiency

	<b>English</b>	<b>Native Language</b>
<b>Direct Linguistic Support</b>	n/a	<ul style="list-style-type: none"> <li>• Use approved bilingual word-to-word dictionary to present test</li> <li>• Allow electronic translator to present test</li> <li>• Use approved bilingual word-to-word dictionary to present directions only (acceptable for WESTEST 2 R/LA)</li> <li>• Use electronic translator to present directions only (acceptable for WESTEST 2 R/LA)</li> <li>• Use approved bilingual word-to-word dictionary to respond</li> </ul> <p>Use electronic translator to respond</p>
<b>Indirect Linguistic Support</b>	Extended time Add in other two accommodations	

**STEP TWO**

After assigning accommodations by category (Step One), be sure to consider other student background characteristics such as (a) time in the U.S., (b) student’s affective needs, (c) student’s academic capacity, (d) age/ maturity, (e) socio-cultural background and (f) transitory or migrant status.

In the documentation, the committee must articulate the reasons for differentiating accommodations for this student.

1. What does this individual student need to show us what he/she really knows?
2. If provided, will the accommodation change what the test is trying to measure?
3. If appropriate, has the student had prior experience using this accommodation?

**Note:** Accommodations such as dictionaries need to be introduced well before the test. However, this prerequisite is not as important for the other accommodations such as plain (simplified) English assessment, oral English (read-aloud, audiotape/CDs, repetition, or clarification), oral translations, native language tests, or extended time.

*Reminder for LEP students with disabilities (students with IEP's) refer to the accommodations listed on the IEP or 504 Plan.*

### **STEP THREE**

Document the accommodations selected in the student's **LEP Assessment Participation Form** (end of this section). Be sure to check Table G below for any administrative directions or requirements which should be communicated to the school/district test coordinator or the person administering the test to the student.

### **Additional Reminders for Accommodating LEP Students**

Modifications are NOT allowable for any student. Modifications are not accommodations. Modifications are changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for LEP Students.** Modifications invalidate the test results. If modifications are used, the student's test result will be invalidated.

Examples of modifications:

- Reading the reading comprehensive section of the Reading/Language Arts assessment to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions; this does not include word-to-word dual language dictionaries or electronic translators.
- Translating the entire test into student's native language (*WESTEST 2* allows)
- Allowing the student to complete the assessment in a language other than English

For LEP students with Individual Educational Plans (IEP's) and 504 Plans:

- The student is to receive all assessment accommodations as outlined in the *LEP Assessment Participation Form* and the IEP. (See previous section on students with disabilities in this document)

Accommodations and the English Language Proficiency Assessment (*WESTELL*)

- Unless the LEP student has an IEP or 504 Plan on file, that student will not receive accommodations on the *WESTELL*, as it is a measure of the English language ability of an LEP student.

## Additional Accommodation Requests

The LEP Committee may request permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment, Accountability and Research (Attention: Melissa Gholson). The request must come from either the County Test Coordinator or the Title III Coordinator. The following information must be included in the request:

- Student’s name, school and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Title III Coordinator will be notified of the determination of the review committee.

### Administration Directions for Accommodations Allowed to LEP Students

This section is designed for test administrators and contains specific administration directions for each accommodation. The general test administration practices for use with all students can be found in the test manuals. Guidance for assigning accommodations to LEP students can be found in the previous section. Specific administrative directions associated with each accommodation in this policy are found in the following table

**Table G: Special Consideration for LEP-Responsive Accommodations Prior to the Assessment**

Accommodation	Special Considerations Prior to the Assessment
<p>Read aloud test (Includes <i>read aloud test</i>, <i>read aloud directions</i>, and <i>read aloud directions, passage and prompt</i>)</p>	<p>Be sure to present directions, stimulus material, questions and/or answer choices verbatim as required by the accommodation. Students receiving a read aloud accommodation should be given the assessment in a separate location (individually or as a small group) so as to reduce the distraction to the other students taking the assessment. Older students often refuse this accommodation when in a large group (due to embarrassment at needing additional support) and for this reason would benefit from taking the assessment in a separate location.</p> <p>LEP students with advanced levels of English language proficiency may need only certain words read to them upon request. Test items may not be clarified or rephrased as part of this accommodation. <i>This accommodation is not available for the Reading/language arts WESTEST 2</i></p>

<b>Accommodation</b>	<b>Special Considerations Prior to the Assessment</b>
Clarification Accommodations (Includes <i>rephrase directions</i> .)	When rephrasing the directions, do not offer additional clarifications.
Reference Material Accommodations (Includes <i>use of a bilingual word-to-word dictionary or an electronic translator to present test items, test directions, or to respond</i> .)	The bilingual word-to-word dictionary or electronic translator may not define words. LEP students should have used these accommodations in the classroom prior to the assessment (to ensure the day of the assessment is not their first exposure.) Extra time needs to be added to the test administration schedule for LEP students who are using these accommodations. Each district should standardize the dictionaries allowed for classroom and testing purposes. The approved list of bilingual word-to-word dictionaries is located at <a href="http://wvconnections.k12.wv.us/documents/lep_bilingual_dictionarywithDistributors.doc">http://wvconnections.k12.wv.us/documents/lep_bilingual_dictionarywithDistributors.doc</a> .
Written Support with Student Response Accommodations (Includes <i>student indicates responses in English to a scribe for selected-response items</i> )	This accommodation is not allowed with the <i>WESTEST 2 On-line Writing</i> assessment
Timing Accommodations (Includes <i>take more breaks, extended time, and flexible scheduling, extra time within the same day</i> )	<p>When receiving timing/scheduling accommodations:</p> <ul style="list-style-type: none"> <li>• The student must be tested in an individual setting or small group setting with other students needing the same accommodation.</li> <li>• A test or subtest for which Extended Time is used may not exceed one school day.</li> <li>• Each test/subtest must be completed within one school day.</li> <li>• All testing must be completed within the system's testing window.</li> </ul> <p>In addition to supporting a LEP student's ability to process the English language of the test, timing accommodations such as extended time support the use of read aloud and reference material accommodations.</p>

## Established Procedure for Monitoring the Provision of Accommodations

**Two weeks prior** to *WESTEST 2* including *Online Writing* or *APTA* administration, the County Test Coordinator will request the Title III Director to run the report labeled *Print LEP Student Testing Options*. This report lists eligible LEP students with their accommodations, as entered into the WVEIS testing record. The Title III Director will work with appropriate school staff to verify these are the correct accommodations as per the student's LEP Plan. The Title III Director will distribute the *Print LEP Student Testing Options* report to the school principals. Principals will use the *Print LEP Student Testing Options* report to assign examiners for *WESTEST 2* or *APTA*, as well as document that student accommodations were provided during *WESTEST 2* or *APTA* administration.

**\* The *Print LEP Student Testing Options* report has different titles in different counties. WVDE uses the title *Print LEP Student Testing Options*.**

- 1) The *Print LEP Student Testing Options* report
  - a. A copy of the accommodations report will be used by the Examiner in the administration of the WV-MAP assessments (Not required for ACT Explore and Plan)
  - b. Four copies of the accommodations report will be needed per examiner. One each will be used in the administration of reading/language arts, On-line Writing, mathematics, and science.

**Note:** The *Print LEP Student Testing Options* report allows the user to print a listing of students by type:

- Standard conditions
- Standard conditions with accommodations
- Alternate Assessment (*APTA*)
- All of the above

This listing may be sorted alphabetically by student, by student within grade level, or by teacher identification.

- c. The copies will be given to the assigned examiner(s) administering the WV-MAP assessments one week before testing.
  - d. Principal / Building Level Coordinator will monitor the test administration to ensure examiner(s) are providing agreed upon accommodations as per the LEP Plan.
- 2) Before WV-MAP assessment administration, the assigned examiner(s) will **review** the *Print LEP Student Testing Options* report for each student's testing accommodation(s).
- 3) State policy requires the LEP Plan to be implemented; therefore, examiner(s) must provide accommodations as defined by the LEP Committee. Any intent to change the accommodation(s) by the school, teacher or student must be addressed through the LEP Committee prior to the testing window.

**Note:** The only acceptable reasons to violate the LEP Plan is if the student 1) refused to accept the accommodation(s) or 2) finished the test before extra time was provided, specifically accommodation codes T03 and T04 on the LEP Plan. Assigned examiner(s) must inform the

principal who informs the Title III Director of all incidents of students not receiving accommodation(s) defined in the student's LEP Plan. All incidents require written documentation in the student file. Additionally, the County Test Coordinator must be notified.

**Notice:** The Office of Assessment, Accountability and Research will invalidate test and/or retest the student(s) because the school staff did not provide the appropriate accommodations.

- 4) After *WV-MAP* assessment administration, the assigned examiner(s) complete the printed *Print LEP Student Testing Options* report as follows:
  - a. **Underline** the name of assigned student;
  - b. **Circle** the accommodation(s) that was/were provided to each of the students;
  - c. **Asterisk** the accommodation(s) that was/were not provided to each student and provide explanation as to why the student did not receive the accommodation(s) listed on the *Print LEP Student Testing Options* report.
  - d. **Sign** with legible signature and date the test administration at the bottom of the report.
  - e. **Return** the *Print LEP Student Testing Options* report(s) to the school principal.
- 5) The school principal will make copies of the original *Print LEP Student Testing Options* report for the school and send the signed and dated reports to the County Test Coordinator and County Title III Director. (Refer to <http://wvde.state.wv.us/oa> for approved testing dates)

Copies of these reports are to be maintained for accountability purposes, specifically,

- a. Office of Education Performance Audits (OEPA),
  - b. Office of International Schools (OIS) and
  - c. Continuous Improvement and Focused Monitoring Process (CIFM)
- 6) The County Title III Director and the Principal/Building Level Coordinator must examine the *Print LEP Student Testing Options* report(s) and immediately investigate any incident in which the student was not provided the assessment accommodation(s) listed on the LEP Assessment Participation document as per the *Print LEP Student Testing Options* report(s). The action taken by the county must include a report of the 1) findings, 2) conclusions and 3) corrective action taken as a result of the investigation. The County Superintendent must be informed of the incident and results of the Title III Director's investigation must be submitted in writing within 30 days of the incident to the following person:

Amelia Courts, Executive Director  
West Virginia Department of Education  
Office of International Schools  
1900 Kanawha Boulevard, East  
Building 6, Room 318  
Charleston, WV 25305

- 7) WVDE is required to provide the state's procedure for assuring the accommodation(s) on the LEP Plan is/are the one(s) provided on the assessment(s) for the Federal Programs

Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) and the Peer Review requirements (Standards and Assessment Peer Review Guidance, 2004).

**Notice:** District noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued uncorrected noncompliance at the district/school can result in state imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.

# LEP Assessment Participation Form

School Year: \_\_\_\_\_

DATE \_\_\_\_\_

**A. District and School Information**

District Name:	School Name:
LEP Committee Contact Names:	

**B. Student information**

Student Name	Gender	Country of Origin	
Student ID number		Native language	
Grade			

**C. LEP Status\***

**D. Native Language Status\***

**E. Additional Factors\***

<input type="checkbox"/> Beginning [Level 1] <input type="checkbox"/> Advanced Beginning [Level 2] <input type="checkbox"/> Intermediate [Level 3] <input type="checkbox"/> Early Fluent [Level 4] <input type="checkbox"/> Fluent [Level 5] <input type="checkbox"/> Monitored Former LEP Student	<input type="checkbox"/> Limited <input type="checkbox"/> Intermediate <input type="checkbox"/> Strong	<b>Comments:</b>  
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**PART VII: Statewide Testing: (Please check all appropriate boxes)**

- 1) Indicate the appropriate WV Measures of Academic Progress Assessment (WV-MAP) and
- 2) Check standard conditions or standard conditions w/accommodations.

<b>WESTEST 2 Grades 3-11</b> <b>WESTEST 2 Online Writing Grades 3-11</b>  A) Standard Conditions <input type="checkbox"/> B) Standard Conditions w/Accommodations <input type="checkbox"/>	<b>Alternate Assessment (APTA) Grades 3-8 &amp; 11(MA &amp; RLA)</b> <b>Alternate Assessment (APTA) Grades 4, 6 &amp; 11 (Science)</b>  A) Standard Conditions <input type="checkbox"/> B) Standard Conditions w/Accommodations <input type="checkbox"/>
<b>NOTE: For APTA eligibility, the student must exhibit significant cognitive disabilities, be instructed through Alternate Academic Achievement Standards and be pursuing a modified diploma (age 14+). APTA is large print formatted. Justification for APTA: _____</b>	

**WVEIS Code**

**Standard Conditions with Accommodations**  
Check all that apply

**Specify the test or the part of the test\***

**WVEIS Codes:    P – Presentation    R – Response    T – Timing**

**Direct Linguistic Support**

- |                          |   |       |
|--------------------------|---|-------|
| <input type="checkbox"/> | P02    Read aloud test verbatim (except WESTEST 2 R/LA)   | _____ |
| <input type="checkbox"/> | P15    Have directions only read aloud (acceptable for WESTEST 2 R/LA)                                | _____ |
| <input type="checkbox"/> | P18    Have directions rephrased by trained examiner  | _____ |
| <input type="checkbox"/> | P23    Use approved bilingual word-to-word dictionary (except WESTEST 2 R/LA)                         | _____ |
| <input type="checkbox"/> | P24    Use electronic translator to present test (except WESTEST 2 R/LA)                              | _____ |
| <input type="checkbox"/> | P25    Use electronic translator to present directions only (acceptable for WESTEST 2 R/LA)           | _____ |
| <input type="checkbox"/> | P26    Read aloud directions, passage and prompt (acceptable for Online Writing)                      | _____ |
| <input type="checkbox"/> | R02    Indicate responses to a scribe (for all selected-response items and WESTEST 2)                 | _____ |
| <input type="checkbox"/> | R04    Indicate responses to a scribe, specify all elements to be scored (constructed-response items) | _____ |
| <input type="checkbox"/> | R14    Use an electronic translator to respond (except WESTEST 2 R/LA)                                | _____ |
| <input type="checkbox"/> | R15    Use a bilingual word-to-word dictionary to respond (except WESTEST 2 R/LA)                     | _____ |

**Indirect Linguistic Support**

- |                          |  |       |
|--------------------------|--|-------|
| <input type="checkbox"/> | T03    Take more breaks (no studying)                                    | _____ |
| <input type="checkbox"/> | T04    Use extra time for any test                                       | _____ |
| <input type="checkbox"/> | T07    Flexible scheduling, extra time within the same day (no studying) | _____ |

# **III. WEST VIRGINIA MEASURES OF ACADEMIC PROGRESS**

## WESTEST 2

West Virginia Educational Standards Test 2 (*WESTEST 2*) is a customized test consisting of selected criterion-referenced response items used to measure a student's level of achievement of the West Virginia 21<sup>st</sup> Century CSOs in mathematics, reading language arts, social studies and science in grades 3-11. The *WESTEST 2 Online Writing* is a subtest of Reading Language Arts on *WESTEST 2* which evaluates grade level writing skills defined in the CSOs related to organization, development, word choice, grammar usage, sentence structure, and mechanics in grades 3-11.

All public school students enrolled in grades 3-11 are to be assessed by the *WESTEST 2* unless they meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (*APTA*). All students with an IEP or a Section 504 Plan are expected to participate in all components of the *WESTEST 2* in the grade level at which they are enrolled, except for those students who meet the criteria for participation in the West Virginia Alternate Performance Task Assessment (*APTA*). An IEP Team or Section 504 Committee may request permission to use accommodations other than those presented within the guidelines. Permission for such accommodations must be obtained from the Office of Assessment, Accountability and Research no later than two weeks prior to the testing window.

### Administration

All parts of *WESTEST 2* require standardized testing conditions. In order for the test results to support valid inferences, each examiner must adhere to the conditions described in all *WESTEST 2 Administration Manuals* and the *Testing Code of Ethics* (Appendix A). Proper administration of tests plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial. To facilitate student performance during the testing process, certain conditions for testing must exist. For full instructions on testing conditions please refer to the appropriate *WESTEST 2 Examiner's Manual*. *WESTEST 2* should be administered during the testing window and includes make-up testing. Students and parents must be informed of the testing schedule prior to testing. All aspects of WVBE Policy 2340 must be implemented. The *WESTEST 2* is not a timed test. All students requiring additional time must be accommodated. Standardized settings include individual, small group or different class testing. The uses of audio amplification and/ or visual magnification equipment are both acceptable on *WESTEST 2* for students who need this accommodation. Instructions in both the *WESTEST 2 and Online Writing Administration Manual* must be followed precisely.

### Accommodations for Students with IEPs and Section 504 Plans

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or any combination of these that does not change what is intended to be measured by the assessment or the meaning of the resulting scores. An accommodation does not change the construct of the tests.

Acceptable accommodations for students with an IEP or Section 504 Plan on the *WESTEST 2* are as follows:

### PRESENTATION

- **Read or sign ONLY the directions** on the Reading Language Arts multiple-choice test.
- For the **Online Writing Session**, read aloud verbatim or sign directions, passage, and prompt as per IEP or Section 504 Plan.
- Use **sign language** to present directions, stimulus material, questions, and answer choices for the Mathematics, Social Studies, and Science tests.
- **Read aloud verbatim** the directions, stimulus material, questions, and answer choices for the Mathematics, Social Studies, and Science tests, as permitted by the student's IEP or Section 504 Plan.
  - On the Reading Language Arts multiple-choice test, **only the directions** may be read aloud.
  - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, the directions, stimulus material, questions, and answer choices may be read aloud for the Mathematics, Social Studies, and Science tests.
- **Use a text-talk converter** to present directions, stimulus material, questions, and answer choices verbatim for a blind or partially-sighted student when that is the student's typical mode of accessing written material.
- **Rephrase directions** to state the same message in a new or different way without breaching the security of the test items or giving away any answers.
- **Use an electronic translator or sign-dictionary** to present directions, stimulus material, questions, and answer choices for the Mathematics, Social Studies, and Science tests. On the Reading Language Arts multiple-choice test, **only the directions** may be presented using an electronic translator or sign-dictionary.
- **Use braille or other tactile form of print** when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test book for **Grade 3** and onto an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.
- **Use a large print edition (18 point font) of the test** when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test book for **Grade 3** and onto an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.

### RESPONSE

- **Indicate responses to a Scribe for multiple-choice items.** Student responses must be transcribed to a test book for **Grade 3** and to an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.
- **Use a computer, typewriter, or other device to respond.** Student responses must be transcribed to a test book for **Grade 3** and to an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.
- **Provide physical support** for a student by an aide if this support is provided routinely

and if the aide has been trained as an Examiner.

- **Transcribe student responses** from a Large Print test book to a regular-sized test book for **Grade 3** and onto an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.
- **Indicate responses to a Scribe** for gridded response items when the student is physically unable to respond otherwise. Refer to Transcribing Student Answers.
- **Use braille or other tactile form of print** when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized test book for **Grade 3** and onto an answer document for **Grades 4-11**. Refer to Transcribing Student Answers.
- **Use an abacus** on all parts of the Mathematics and Science tests.
- **Use an electronic translator or sign-dictionary** to indicate answer choices.

## SCHEDULING

**Provide more breaks** than are scheduled, as long as the breaks do not allow an opportunity for the student to study information on a test already started. Schedule breaks according to student needs. However, remember that all content area tests must be completed on the same day they begin.

## WESTEST 2 Online Writing

The *WESTEST 2 Online Writing* is a web-based assessment. School's must have on file an *Acceptable Use of the Internet Form*, signed by a parent or legal guardian, as directed by WVBE Policy 2460 for each student. Students will type the final copies of their essays in the space provided on the Web site. All login information, pencils and scratch paper are to be distributed to students prior to testing. The *WESTEST 2 Online Writing* is not a timed test, but the assessment must be completed within the same school day in which it was started.

## PRESENTATION

- Read aloud verbatim or sign the directions, passage and prompt to the student as per the IEP or Section 504 Plan either by the Examiner or by a screen reader.
- Rephrase directions to state the same message in a new or different way without breaching the security of the test.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an Examiner.
- Instructions in the Examiner's Manual must be followed precisely.
- Testing must be monitored at all times and irregularities must be recorded for a student or the group on the *Testing Irregularity Sheet*.
- Assistance to students must be limited to problems with online site navigation, connectivity or computer hardware.

- Examiners may not change a student's response in any manner.
- Use a text-talk converter to present directions, passage and prompt for a blind or partially sighted student when that is the student's typical mode of accessing written material.
- Use an electronic translator or sign dictionary to present directions, passage and prompt for the student.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Use a secure electronic braille note taker for directions, passage and prompt for student's response.
- Use a magnifying screen cover when it is the student's typical mode of accessing written material.
- Use screen enlarger for visually impaired students.
- Use a magnifying screen cover (when it is the typical access).
- Adjust screen resolution to enlarge text for visually impaired students.
- Visual magnifying equipment may be used.
- Audio amplification equipment may be used.
- Using the Manipulative Visual language alone

## **RESPONSE**

- Scratch paper, rough drafts and login information must be collected immediately at the end of the testing session. These items are considered secure material and must be collected and shredded by the Principal/Building Level Coordinator at the end of the testing session. Use screen reader, screen enlarger or braille for response.
- Indicate response to a Scribe when the student is physically unable to respond otherwise. (Refer to *Directions for Transcribing*)
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. If student responds in braille, a Scribe must transcribe the student's response to the testing Web site using the student's site code, user name and password. (Refer to *Directions for Transcribing*)

### ***Options to Standardized Response***

- A scribe may be used when a short-term medical condition (e.g., a fractured arm in a cast) precludes the student from word processing a response. Approval needs to be obtained from the County Test Coordinator and/or the County Special Education Director prior to testing.

## **WESTEST 2 Additional Accommodation/s Request**

A request for a student to use an assessment accommodation for WESTEST 2 that does not appear in this document must be received by the Office of Assessment, Accountability and Research for *WESTEST 2* Attention: Melissa Gholson no later than two weeks prior to the start of the testing window.

The request must come from the County Test Coordinator, County Special Education Director or the Title III/LEP Coordinator. The following information must be included in the request:

- Student's name, school, county and WVEIS number
- Specific requested accommodation(s)
- Rationale for request (such as IEP or Section 504 update)
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- A statement assessing the likely impact on student's *WESTEST 2* results if the student is not permitted to use the requested accommodation(s)

Upon completion of the Office of Assessment, Accountability and Research's review, the County Test Coordinator and/or the County Special Education Director and/or the County Title III/LEP Coordinator if the student is LEP will be notified of the determination of the review committee.

## APTA

The West Virginia Alternate Performance Task Assessment (*APTA*) is specifically designed for students with significant cognitive disabilities whose performance cannot be adequately assessed through the general assessment instrument, West Virginia Educational Standards Test 2 (*WESTEST 2*), even with accommodations. Students who are administered *APTA* must be instructed using the appropriate grade level Alternate Academic Achievement Standards as per the Individualized Educational Plan (IEP). A student must meet specific criteria to be determined eligible for the *APTA* by the IEP Team.

WVBE Policy 2510 (<http://wvde.state.wv.us/policies/p2510.pdf>), *Assuring the Quality of Education: Regulations for Education Programs* provides a definition of a delivery system for an assessment and accountability system for a thorough and efficient education for West Virginia public school students. The West Virginia Board of Education has the responsibility for establishing high quality educational standards for all education programs (W.Va. Code §18-9A-22). The alternate academic achievement standards provide a framework for teachers of students with the most significant cognitive disabilities to teach skills and competencies essential for independent living, employment, and postsecondary education. Policy 2520.16 (<http://wvde.state.wv.us/policies/p2520.16.pdf>) links the existing content standards in reading/language arts, math and science with the extended standards and includes performance descriptors that are aligned with the extended standards.

West Virginia Alternate Academic Achievement Standards are achievement standards for students with the most significant cognitive disabilities and include the existing content standards, extended standards and performance descriptors in grades 3-8 & 11. WVBE Policy 2520.16, *Instructional Goals and Objectives for West Virginia* defines the Alternate Academic Achievement Standards for grades 3-8 and 11 in reading/language arts and mathematics and grades 4, 6, and 11 in science, for students with the most significant cognitive disabilities and includes existing content standards, extended standards and performance descriptors as required by WVBE Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs*.

### **Role of the Individualized Education Program (IEP) Team**

For eligible students with disabilities under this policy, the IEP Team determines how the student participates in the WV-MAP including whether the student takes the *WESTEST 2* or meets the criteria for *APTA*. The IEP team documents if the student takes *APTA* and documents allowable accommodations on the IEP. Accommodations for appropriate assessment are to be reviewed at least annually and prior to the test. The parent must be involved in and informed of decisions regarding assessment participation and that performance is based on alternate academic achievement standards. All implications of the decisions must be carefully explained to the parent and the student.

For students designated to take *APTA* the IEP must:

- Specify the student meets criteria for *APTA* and explain why the student cannot participate in the general assessment.
- Document accommodations used for *APTA* in accordance with WVS. 326.

## ELIGIBILITY CRITERIA FOR APTA

In the decision-making process for participation in the West Virginia Measures of Academic Progress, students in grades three through eight and eleven with significant cognitive disabilities whose performance cannot be adequately assessed through *WESTEST 2* even with accommodations may be considered for *APTA*. The eligibility requirements for *APTA* are as follows:

The student **has a current IEP** and multidisciplinary **evaluation** and educational **performance data** that support the following:

- The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Alternate Academic Achievement Standards linked to the CSOs and access skills (social, motor and communication) not directly addressed in the CSOs but embedded in instructional standards-based activities.
- The student cannot participate in the *WESTEST 2* and other components of the WV-MAP, even with accommodations. **Please note, the reasons why the student cannot participate must be clearly stated on the IEP.**
- In addition, if the student is fourteen years of age or older: It has been determined by the IEP Team that the student is unable to complete the state and county standard graduation requirements necessary to earn a standard diploma, even with extended learning opportunities and significant instructional modification, thus is working toward a modified diploma. **Please note, not all students earning a modified diploma must take the *APTA*; however, students who are working toward a standard diploma do not meet criteria for the *APTA*.**

If the student *meets all of the criteria*, the IEP document **must** include a justification statement for the *APTA*.

*Note: Students working toward a standard diploma do not meet criteria for *APTA*; however, not all students earning a modified diploma must take *APTA*. For additional information, see WVBE Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs sections 6.4.8 and 6.4.9.**

## APTA ASSESSMENT

*APTA* requires standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the *Examiner's Manual* and the *Testing Code of Ethics*. All test administrators must have a signed *West Virginia Board of Education Test Procedures Agreement for Examiner* on file with the school administrator. Proper administration of the test plays an integral part in the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process the following conditions for testing must exist.

## EXAMINER REQUIREMENTS

The teacher of record should be the examiner. If extenuating circumstances require an aide to administer the test, fill out the form- *APTA Administration by Paraprofessional Approval* in the *APTA Examiner's Manual*. This must be submitted to and approved by the County Test Coordinator and Special Education Director prior to administration. The examiner may also include substitute teachers or aides serving as an examiner for special needs students when they are instructionally assigned. Student teachers may not serve as examiners. The examiner must have been trained have signed and filed a *West Virginia Board of Education Test Procedures Agreement for Examiner* for the purpose of administering or assisting with the administration of an assessment included in WV-MAP.

### Examiner's for APTA:

- serve as both examiner and scribe.
- are trained as defined by WVBE Policy 2340, *Measures of Academic Progress* and the *APTA Examiner's Manual*.
- demonstrate proficiency in signing, if serving as both the interpreter and examiner.
- remain silent while the student is selecting or signing a response and do not indicate correct or incorrect responses.
- copy the student's responses from the selected response items to a regular-sized book when the Braille book is used.
- must be proficient in braille or, work with a scribe proficient in braille to check the student's responses for accuracy.
- Provide corrections exclusively braille errors at their discretion as the Examiner/Scribe. Braille errors are those that occur specifically with that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing "f" as opposed to the intended "d" due to finger placement.

**Note:** If either a medical or behavioral crisis precludes the student from completing a section within the school day, the student, once the crisis has passed, may complete the unfinished items at another time within the testing window. This information is to be documented on the *Testing Disruptions/Irregularity Sheet*.

## ASSISTIVE TECHNOLOGY DOCUMENTATION

Assistive technology is **NOT** considered an accommodation. Students who use assistive technology routinely in the classroom may use technology during *APTA* and is NOT considered an accommodation. If assistive technology is provided follow these guidelines:

- Examiners may contact the County Test Coordinator for access to information needed for programming communication or assistive technology devices *prior* to administering *APTA*. The examiner should also ensure that the device is programmed *prior* to administering the test. All items **must be deleted** from the programmed device at the end of the testing session. **The county test coordinator must be informed, agree to load and delete all test materials and/or document this process.**

- Replication of the student page is allowable with the following restrictions:
  - Copied images(s)/page(s) must be the same color and size of images presented in the test book or formatted to the size requirements of the communication device. (For example, if you use a Vanguard communication device, pictures are to be formatted to the cell size.)
  - Layout on the device must be the same as represented on the student page.
  - No additional information, including labeling (numbers/letters/words), is allowed.
  - Pictures shall remain black and white and not enhanced in color.
  - **All replicated materials must be returned with the student's test book.**
  - The *Assistive Technology Teacher Verification Form* must be returned with the student test book.
  - Test book may be obtained prior to administration of *APTA* for the programming of assistive technology devices.

### **Accommodations for Students with an IEP**

Accommodations are not needed for setting or timing/scheduling because *APTA* is untimed and individually administered. Accommodations specific to students with disabilities are allowed within the category of accommodations for students with an IEP. The allowable options and accommodations for *APTA* are:

#### **PRESENTATION**

- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test book. (See *Directions for Transcribing*)
- Use a secure electronic braille note taker for directions and test stimulus materials.
- Use tactile graphics.

#### **RESPONSE**

- Use braille or other tactile form of print.
- Use an abacus all parts mathematics test for blind students.

## **Additional Accommodation/s Request**

An IEP Team, Section 504 or LEP Committee may request from the Office of Assessment, Accountability and Research permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment, Accountability and Research (Attention: Melissa Gholson) no later than two weeks prior to the testing window.

The request must come from the County Test Coordinator, County Special Education Director or Title III Coordinator. The following information must be included in the request:

- Student's name, WVEIS number, school and county
- Specific requested accommodation(s)
- Rationale for request, IEP, 504 or LEP committee
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's *APTA* results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination of the review committee.

## EXPLORE and PLAN

ACT EXPLORE<sup>®</sup> is a norm-referenced test that generates English, mathematics, reading, and science scores for West Virginia 8th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance. The ACT EXPLORE<sup>®</sup> program is designed to help 8th and 9th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success.

ACT PLAN<sup>®</sup> is a norm-referenced test that generates English, mathematics, reading, and science scores for West Virginia 10th graders. In addition, information is collected about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance. All public school students enrolled in grade 10 are to be assessed by PLAN under standard conditions or standard conditions with accommodations, except those students with significant cognitive disabilities who meet the criteria for participation in *APTA*. The PLAN program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

EXPLORE and PLAN require standardized testing conditions. In order for the test results to support valid inferences, each test examiner will adhere to the conditions described in the current *EXPLORE/PLAN Test Supervisor's Manual*, the *Room Supervisor's Manual*, the *EXPLORE/PLAN Administration Manual* and the *Testing Code of Ethics*. Proper administration of tests plays an integral part of the testing process and is vital to the accuracy of the test results. Consistency in test administration is crucial to this process. To facilitate student performance during the testing process, certain conditions for testing must exist. See the *EXPLORE/PLAN Administration Manuals* for more information about testing conditions for all students.

Students with IEPs and Section 504 Plans may need accommodations when taking either EXPLORE or PLAN in order to have their results be the best possible measure of what they know and what skills they are able to demonstrate. An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or other changes, including any combination of these that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores. An accommodation does not change the construct of the test. The following are the allowable assessment accommodations for EXPLORE and PLAN for students with disabilities or limited English proficiency. The use of audio or visual amplification is an acceptable form of presentation and is not considered an accommodation. (See *Section I for Accommodating Students with Disabilities* or *Section II for Accommodating LEP Students* in this document for more information.)

## Accommodations for Students with IEPs and Section 504 Plans

### PRESENTATION

- Have directions, stimulus material, questions and/or answer choices read aloud verbatim for the English, mathematics, reading and science tests.
- Use braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized answer folder. Refer to *Directions for Transcribing*.
- Present directions, stimulus material, questions and/or answer choices through sign language for the English, mathematics, reading and science tests.
- Use a text-talk converter to present directions, stimulus material, questions and/or answer choices verbatim for a blind/partially sighted student when that is the student's typical mode of accessing written material for the English, mathematics, reading and science tests.
- Use a secure electronic braille note taker for directions and test stimulus materials.
- Have directions **rephrased** by a trained Examiner to **state the same message** in a new or different way and not breach security of the test items or give away an answer. Use a large print edition of the test when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized answer folder. Refer to *Directions for Transcribing*.
- Use an electronic translator or sign-dictionary to present directions, stimulus material, questions and/or answer choices for the English, mathematics, reading and science tests.

### RESPONSE

- Indicate responses to a Scribe for selected-response items. Refer to *Directions for Transcribing*.
- Use braille or other tactile form of print when that is the student's typical mode of responding to written material. Transcribe student responses to a regular-sized answer folder. Refer to *Directions for Transcribing*.
- Use an abacus on the mathematics test for blind students.
- Use a computer, typewriter or other assistive technology device to respond. Student responses must be transcribed to a regular-sized answer folder. Refer to *Directions for Transcribing*.
- Allow an aide to provide physical support for a student if this support is provided routinely and if the aide has been trained as an Examiner.
- Record responses on large print response worksheet. Transcribe student responses to a regular-sized test answer folder. Refer to *Directions for Transcribing*.
- Use an electronic translator or sign-dictionary to respond.

## **TIMING/SCHEDULING**

- Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started.
- Use extra time. Extended time may not result in an opportunity for the student to study information on a test already started.
- Flexible scheduling.

### **Additional Accommodation/s Request**

A request for a student with an IEP or Section 504 Plan to use an assessment accommodation that does not appear in this document must be received by the Office of Assessment, Accountability and Research attention: Dr. Beth Cipoletti, no later than two weeks prior to the testing window.

The request must come from either the County Test Coordinator or the County Special Education Administrator. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request (for example, IEP or Section 504 update)
- Verification that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)
- Impact on student's EXPLORE/PLAN results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination of the Review Committee.

## NAEP

National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8 and 12. NAEP measures what America's students know and can do in various subject areas. Assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. As defined in ESEA, NAEP reading and mathematics assessments are required to be administered to 4th and 8th graders. As defined by WV Code §18-2E-2, NAEP shall be administered in academic areas at various grades designated by national assessment of education progress officials.

NAEP assessments are administered uniformly using the same sets of test books across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. NAEP assessment is a national assessment producing state-level results. The allowed accommodations and requirements for administration are determined by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB). The most current accommodation information for NAEP testing will be sent to schools in early January with the pre-assessment packets.

NAEP assesses a representative sample of all students across the state, including those with special needs. NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional or developmental disabilities (SD) or who have had limited exposure to the English language (ELL). NAEP's goal is to include as many SD and ELL as possible; therefore, NAEP's advice to schools is "When in doubt, include the student." **Note:** NAEP refers to students with limited English proficiency as English language learners or ELL.

NAEP is administered by a team of field staff who has had extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students. Questions regarding accommodations on NAEP should be directed to your school's NAEP coordinator. Determination of accommodations should have been made during the NAEP pre-assessment visit conducted in January 2009, and updated as necessary.

According to WVBE Policy 2340, "all public school students enrolled at grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP...Students participating in APTA and students with IEP, Section 504, or LEP Assessment Participation Forms who cannot be accommodated by NAEP may be excluded from participation or assessed and not scored after having been randomly selected."

## NAEP Accommodations for Students with Disabilities and Section 504 Plans

Each accommodation is listed followed by the subjects in which is available on the NAEP assessments in parenthesis.

### PRESENTATION

- **Directions only signed** (reading, math, science, writing, U.S. History, civics, geography)  
The school must provide a qualified sign language interpreter for this accommodation. This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional instructions in the assessment book. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).
- **Test items signed** (math, science, writing, U.S. History, civics, geography)  
The school must provide a qualified sign language interpreter for this accommodation. This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.  
**Note:** responses are not allowed to be signed for writing.
- **Read aloud—occasional** (math, science, writing, U.S. History, civics, geography)  
Students may request to have words, phrases, or sentences read aloud to them. This accommodation can be provided in the regular session. Students will be instructed to raise their hand and the assessment administrator will quietly read the word or phrase.
- **Read aloud—most or all** (math, science, writing, U.S. History, civics, geography)  
Students may request to have most or the entire assessment book read aloud to them. This accommodation requires a separate accommodation session. Students may be grouped together based on the subject they are originally assigned.
- **General and/or subject-specific directions read aloud in English** (math, science, writing, U.S. History, civics, geography)  
Students may request to have the general and/or subject-specific directions read aloud in English. This accommodation can be provided in the regular session. Students will be instructed to raise their hand and the assessment administrator will quietly read the directions.
- **Braille version of test** (reading, math, science, writing\*, U.S. History, civics, geography)  
This accommodation requires a separate accommodation session. Students may also require a Braille typewriter (provided by school) or scribe to respond to questions. (See response format accommodation.) This accommodation is not available for Science Interactive Computer Tasks (ICT) or Hands-on Tasks (HOTs) or computer-based writing assessment\*.); however, see the accommodation magnification equipment for more information regarding computer-based assessments.

- **Large print version of test** (reading, math, science, writing, U.S. History, civics, geography)  
 This accommodation can be provided in the regular session. NAEP provides large-print books to students who are visually impaired. These are assessment books that have been enlarged 129 percent. This accommodation is not available for computer-based assessments or Hands-on Science Tasks (HOTs).
- **Magnification equipment** (reading, math, writing, science, U.S. History, civics, geography)  
 This accommodation can be provided in the regular session. This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.  
**Note:** The computer-based writing assessment allows all students to magnify the font size displayed on the screen up to 200%; however, this accommodation is not available for Science Interactive Computer Tasks (ICT) or Hands-on Tasks (HOTs).

## RESPONSE

- **Responds in sign language** (reading, math, science, U.S. History, civics, geography)  
 This accommodation requires a separate accommodation session. This accommodation requires that student sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment book. When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. The student only needs to indicate grammar or punctuation if the answer cannot be read and understood. The interpreter/scribe should show the student the written response, but NOT sign the response to the student. The student will get one chance to make revisions before moving to the next question.
- **Responds orally to scribe** (reading, math, science, U.S. History, civics, geography)  
 This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment book. The scribe will write exactly what the student says. A student responding orally should indicate when a sentence ends another one begins. The student only needs to indicate grammar or punctuation if the answer cannot be read and understood. The student should spell a word only if it is critical to distinguish meaning (for example, too vs. two). If the student is using a Braille version of the test book, the scribe should read the written response to the student. The student will get one chance to make revisions before moving to the next question. If the student is not using a Braille version, the scribe should show the student his/her written response after recording it, but NOT read the response to the student. The student will get one chance to make revisions before moving to the next question.
- **Responds using computer or typewriter** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. Use of the spelling/grammar check function on a computer is not allowed, except for the computer-based writing in which the spelling/grammar check is built into the system and this accommodation is built-in. This accommodation can be provided in the regular session if the computer or typewriter is quiet enough to not be a distraction to others.

- **Uses template to respond** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation can be provided in the regular session. This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.

- **Uses special writing tool** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation can be provided in the regular session. This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment book. NAEP provides pencils for the students to use during the assessment; therefore, if these special writing tools are needed they should be discussed during the pre-assessment visit. **NOTE:** Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation as indicated in their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips or other special writing tools during assessments may use these for NAEP and it will not be recorded as an accommodation.

## SETTING

- **Small group** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation is by definition a separate session. A small group session generally includes no more than five students. A student can be assigned to a small group session because he/she requires one or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. This accommodation is not necessary for the computer-based writing assessment because it is administered in small group setting using computers.

- **One-on-one** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that a student is assessed individually in an area free of distractions. This is a session with one student and one assessment administration or school staff member administering the session. If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.

- **Study carrel** (reading, math, science, writing, U.S. History, civics, geography)

This is a portable screen provided by the school used to limit distractions for a student.

This accommodation can be provided in the regular session, although occasionally the location of study carrel is in a separate location.

- **Preferential seating, light, furniture** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment or close to the front of the room so that a student can see or hear more easily. It may also include special lighting and furniture used by the student and provided by the school.

- **School Staff Administers** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that a school staff member familiar to the student administer the session. The school staff member will administer the session by reading the grade-appropriate accommodation session script.

## TIMING

- **Extended time** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that students be given extra time to complete the assessment. The only limit for extended time is that students may not take more than three times the regular time allotted for a particular section of the book. In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the assessment administrator should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working.

- **Breaks during test** (reading, math, science, writing, U.S. History, civics, geography)

This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.

## OTHER

- **Other Accommodations** (reading, math, science, writing, U.S. History, civics, geography)

This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone. These accommodations must be approved by the NAEP administrators.

- NAEP *does not allow* the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment book.
- NAEP *allows calculators on some sections* of the NAEP assessment

## Accommodations on NAEP for Students with Limited English Proficiency

Each accommodation is listed followed by the subjects in which is available in parenthesis. **Please note some of the accommodations allowable on NAEP are not allowed on other West Virginia assessments. Careful consideration needs to be given to each decision regarding these accommodations.** *If the student has not had the opportunity to practice with the accommodation during instructions, it may adversely affect student performance on the NAEP assessment.*

### DIRECT LINGUISTIC SUPPORT

- **Directions read aloud in Spanish** (reading, math, science, writing, U.S. History, civics, geography)  
This accommodation requires that the session script instructions be read aloud in Spanish. Session script directions are the same for all students. This accommodation does not include the subject-specific directions.
- **Bilingual Spanish/English book** (math, science, U.S. History, civics, geography)  
NAEP has bilingual Spanish/English assessment books available for 4<sup>th</sup> and 8<sup>th</sup> grade assessments. When a bilingual book is open, one page has the directions and questions in Spanish and the facing page will have the same directions and questions in English. Because of the size, the books are printed in a set of two. Students may mark their answers on either page and in either language. This accommodation requires a separate accommodation session. Bilingual books are not available for WESTEST 2. School personnel should determine if this is an appropriate accommodation for NAEP. This accommodation is not available for Science Interactive Computer Tasks (ICT) or Hands-on Tasks (HOT) or any 12<sup>th</sup> grade assessment.
- **Bilingual dictionary without definitions** (math, science, writing, U.S. History, civics, geography)  
This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary" or a "bilingual word list." This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time. The student will be instructed to follow the directions during the regular session like the other students. Then, at the end, he/she will have extra time to go back and finish working.
- **Test items read aloud in native language** (math, science, U.S. History, civics, geography)

This accommodation requires the use of the bilingual Spanish/English book. (See above.) For this accommodation, students may request to have words, phrases or sentences read aloud to them in Spanish. Students that need subject specific directions read aloud in Spanish will need this accommodation.

### OTHER ALLOWABLE LEP ACCOMMODATIONS

For detailed explanations of these accommodations see *Accommodations on NAEP for Students with Disabilities and Section 504 Plans*.

- **Read aloud in English—occasional** (math, science, writing, U.S. History, civics, geography)
- **Read aloud in English—most or all** (math, science, writing, U.S. History, civics, geography)
- **Small group** (reading, math, science, writing, U.S. History, civics, geography)
- **One-on-one** (reading, math, science, writing, U.S. History, civics, geography)
- **Preferential seating, light, furniture** (reading, math, science, writing, U.S. History, civics, geography)
- **School Staff Administers** (reading, math, science, writing, U.S. History, civics, geography)
- **Extended time** (reading, math, science, writing, U.S. History, civics, geography)
- **Breaks during test** (reading, math, science, writing, U.S. History, civics, geography)

## **IV. APPENDICES/FORM**

*The following appendices are from Policy 2340  
and have the same identification in all WV-MAP manuals.*

## Appendix A

### Testing Code of Ethics

The *Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the West Virginia Measures of Academic Progress (WV-MAP), as well as appropriate professional conduct. The *Testing Code of Ethics* supplements the practices and procedures set forth by W. Va. 126CSR14, WVBE Policy 2340 WV-MAP.

#### ETHICAL TESTING PRACTICES

##### Test Security

1. County school personnel shall establish and implement procedures to ensure maximum test security and limit access of secure materials to applicable county/school personnel.
2. Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured, central location by the County Test Coordinator in accordance with the test administration guidelines of each assessment.
3. The County Test Coordinator shall be responsible for the test books/answer sheets received by the county and shall maintain a record of the books sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test books (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a centrally located, locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials in a school must be stored in a locked and secured central location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including make-ups, must occur during the testing window. Access to test books and answer sheets shall be restricted to the state scheduled dates of test administration.
6. Any allegations of cheating, security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable and ethical security procedures shall be reported immediately to the Principal, County Test Coordinator, County Superintendent, and the WVDE, Office of Assessment and Accountability which will inform the proper authorities at the State Superintendent of Schools, according to the protocol set forth in §126-14-7.7 in this policy.
7. No secure test materials, test questions or student responses/answer sheets shall be reviewed, retained, reproduced paraphrased, or discussed in any manner. Additionally, teachers and/or

students may not alert examinees to the correct answer choice, by pointing to the correct answer, eliminating answer choices, mouthing the correct answer.

8. Personnel responsible for the testing program shall be properly instructed and participate in the training for each assessment's appropriate test administration procedures as set forth in Appendices B-F in this policy.

9. Each County Test Coordinator shall complete each required WVDE's assessment training and sign a *WVBE County Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the WVDE prior to the fifteenth of September each year.

10. Principals and Building Level Coordinators shall complete each required County Test Coordinator's assessment training and sign a *WVBE Principal's/Building Level Coordinator's Secure Materials and Test Procedures Agreement*. The agreement shall be on file with the County Test Coordinator prior to the last day of September each year.

11. Any individual who administers, handles, or has access to secure test materials at the county or school shall complete each required assessment's training and sign either a *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* or *WVBE County/School Personnel Secure Materials Agreement* to remain on file in the appropriate office each year.

12. No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.

13. Student test scores or test performance shall not be disclosed to unauthorized persons as set forth in Policy 4350 and Policy 2340.

### **Test Administration**

1. Tests shall be administered only during the testing window established by the WVBE, except when requested, in writing, by the County Superintendent or County Test Coordinator and subsequently approved by the WVDE, Office of Assessment and Accountability.

2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).

3. All examiners shall strive to create a positive testing environment.

4. Students shall not have access to secure test questions or answer keys.

5. Examiners shall limit assistance to students finding the right place to only those issues concerning the mechanical aspects of marking answers, clarifying directions, and on answer sheets. Examiners shall not indicate answers, point out the rationale of an item, or prompt students in any manner.

6. Students and examiners shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.
7. Specific information, as specified by the test manual, shall not be displayed in the room during test administration.
8. Only references or tools specifically designated in test manuals are provided to students.
9. Accommodations, as appropriate, for students with IEPs, Section 504 Plans, or LEP Assessment Participation Forms shall be provided as established by their respective plans.

### **Test Notification**

1. Students and parent(s)/guardian(s) shall be
  - a) given notification before testing;
  - b) provided information on the purposes and descriptions of the test and uses of the test results; and
  - c) encouraged to follow test preparation procedures.

### **Test Preparation Practices**

1. Instruction will be focused on the content standards and objectives in the curricular areas.
2. Informal item bank(s) should be used for test preparation.
3. Students should be taught study skills and general test-taking skills.
4. Benchmark assessment should be used for test preparation.
5. Formative assessment should be used for test preparation.

## Appendix B

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### County Test Coordinator's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or review/discuss secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test books/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of books and other identifying characteristics sent to and returned from each school shall be kept.
4. I am responsible for the test books/answer sheets shipped to and returned from the schools and will ensure that test materials are securely stored in the buildings according to the instructions provided with the test and that all testing must occur during the testing window.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Superintendent and to the Office of Assessment and Accountability.
6. I will properly instruct the Principals and Building Level Coordinators in appropriate test security and test administration procedures, including the *Testing Code of Ethics*.
7. I will collect and retain the signed *Principal's Secure Materials and Test Procedures Agreement* and *Building Level Coordinator's Secure Materials and Test Procedures Agreement*, if applicable, for each school in the county by the last of September.
8. I will not release secure test administration materials to a school without the signed *Principal's Secure Materials and Test Procedures Agreement* and verification of training of all other applicable school personnel.
9. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
10. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
11. I will not give students access to test questions or answer keys.
12. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *County Test Coordinator's Secure Materials and Test Procedures Agreement* to the WVDE, Office of Assessment and Accountability prior to the fifteenth day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State. This agreement is valid for one year from the signatory date.*

## Appendix C

State of West Virginia

County of \_\_\_\_\_

West Virginia Board of Education

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Principal's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test books/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of books and other identifying characteristics sent to and returned from my assigned school shall be kept.
4. I am responsible for the test books/answer sheets shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the County Test Coordinator.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *Testing Code of Ethics*.
7. I will collect and retain the signed *Examiner's/Scribe's Secure Materials and Test Agreement* and *County/School Personnel Secure Materials Agreement* for all applicable personnel in the building five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* and *County/School/Personnel Secure Materials Agreement* will be on file with the County Test Coordinator five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
10. I will not give students access to test questions or answer keys.
11. I will monitor examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
12. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
13. I will ensure that examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Forms when so designated in the test manual.
14. I am responsible for monitoring and verifying that the Building Level Coordinator(s), if applicable, has fulfilled his/her assigned duties.

**I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.**

Please print your name, sign, and return the *Principal's Secure Materials and Test Procedures Agreement* to the County Test Coordinator prior to the last day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State. This agreement is valid for one year from the signatory date.*

## Appendix D

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W.Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### **Building Level Coordinator's/Assistant Building Level Coordinator's Secure Materials and Test Procedures Agreement (Other than Principal)**

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training. I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or discuss secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials will be restricted to the test administration period designated by the State mandated testing window.
3. I will distribute the secure testing materials, including counting, reconciling, and returning all test books (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of books and other identifying characteristics sent to and returned from my school shall be given to and kept by the Principal.
4. I am responsible, to the Principal, for the test books shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the Principal.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *Testing Code of Ethics*, if assigned by the Principal to do so.
7. I will collect, if assigned to do so, and give to the Principal the signed *Examiner's/Scribe's Secure Materials and Test Procedures Agreement and County/School Personnel Secure Materials Agreement* for all applicable personnel in the building five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *Examiner's/Scribe's Secure Materials and Test Procedures Agreement and County/School Personnel Secure Materials Agreement* will be given to the Principal five instructional days prior to the first day of testing.
8. I will not disclose student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
9. I will not compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
10. I will not give students access to test questions or answer keys
11. I will monitor Examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
12. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
13. I will ensure that Examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and LEP Assessment Participation Forms when so designated in the test manual.
14. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Building Level Coordinator's/Assistant Building level Coordinator's Secure Materials and Test Procedures Agreement* to the County Test Coordinator prior to the last day of September.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State. This agreement is valid for one year from the signatory date.*

## Appendix E

State of West Virginia

County of \_\_\_\_\_

West Virginia Board of Education

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss the current test materials and/or test items.
2. I will not use test items, test books/answer sheets, or any of the information contained in an assessment to review/prepare students for a test.
3. I will not allow access to the test materials or answer keys to any student or any other person not so authorized by the Principal.
4. I will not alter students’ responses in any manner (indicate answers, point out rationale, prompt, etc.).
5. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in Policy 4350 and Policy 2340.
6. If serving as an Examiner for *APTA*, I will adhere to the prompting hierarchies and document all applicable assistive technology to ensure the accuracy of student responses.
7. If serving as an Examiner for students with IEPs, Section 504 Plans, or LEP Assessment Participation Forms, I will adhere to the accommodations listed therein.
8. If serving as an Examiner for online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the Web-based assessment before, during, or after the administration of the test.
9. I have read Policy 2340.
10. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement* to the appropriate test administrator five instructional days prior to the administering any assessment.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State. This agreement is valid for one year from the signatory date.*

## Appendix F

State of West Virginia

West Virginia Board of Education

County of \_\_\_\_\_

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a (4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### County/School Personnel Secure Materials Agreement

(For all personnel with access to secure materials who will **not** administer or transcribe an assessment.)

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the Testing Code of Ethics, West Virginia Board of Education Policy 2340, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
2. I will not allow access to the test materials or answer keys to any person, unless authorized to do so by the County Test Coordinator or Principal.
3. I will not alter students' responses in any manner.
4. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either County Test Coordinator or Principal.
5. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *County/School Personnel Secure Materials Agreement* to the County Test Coordinator or Principal prior to access to secure test materials.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the County and State. This agreement is valid for one year from the signatory date.*



# FORM 1

<b>Accommodations Chart</b>										
<b>WVEIS Code</b>	<b>Standard Conditions with Accommodations</b> <b>Key:</b> A-indicates that this is an acceptable accommodation for this test. *Except WESTEST 2 R/LA ** Allowable-not considered an accommodation See Section II for LEP specific accommodations	<b>WESTEST 2 Reading Language Arts</b>	<b>WESTEST 2 Online Writing</b>	<b>WESTEST 2 Mathematics</b>	<b>WESTEST 2 Science</b>	<b>WESTEST 2 Social Studies</b>	<b>ACT EXPLORE /Grade 8</b>	<b>ACT PLAN /Grade 10</b>	<b>NAEP</b>	<b>APTA</b>
	<b>Presentation</b>									
<b>P02</b>	Have test read out loud verbatim *		A	A	A	A	A	A	A	**
<b>P03</b>	Use Braille or other tactile form of print	A	A	A	A	A	A	A	A	A
<b>P06</b>	Have test presented through sign language *		A	A	A	A	A	A	A	**
<b>P13</b>	Have test presented through text-talk converter (VI)	A	A	A	A	A	A	A		**
<b>P15</b>	Have directions only read aloud (acceptable for WESTEST 2 RLA)	A	A	A	A	A	A	A	A	**
<b>P16</b>	Have directions presented through sign language (acceptable for WESTEST 2 RLA)	A	A	A	A	A	A	A	A	**
<b>P17</b>	Use secure electronic Braille note taker (for directions and test stimulus material)		A	A	A	A	A	A		**
<b>P18</b>	Have directions rephrased by trained examiner	A	A	A	A	A	A	A	A	**
<b>P19</b>	Use large print edition (when it is typical access)	A	A	A	A	A	A	A	A	**
<b>P20</b>	Use tactile graphics ( <i>WV APTA only</i> )									A
<b>P21</b>	Use screen enlarging or screen reading software to assess computer (VI)		A						A	**
<b>P22</b>	Adjust screen resolution to enlarge text (VI; online only)		A						A	**
<b>P23</b>	Use a magnifying screen cover (when it is the typical access; online only)		A						A	**
<b>P24</b>	Use electronic translator or sign-dictionary to present test *	A	A	A	A	A	A	A	A	**
<b>P25</b>	Use electronic translator or sign-dictionary to present directions only *	A	A	A	A	A	A	A	A	**
<b>P26</b>	Have directions, passage and prompt read aloud (WESTEST 2 Online Writing)		A							**



## **V. REFERENCES**

**The following references were used in the recent consideration of accommodations for assessment in addition to that of the Technical Assistance Team (TAC).**

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Thurlow, M., Quenemoen, R., Thompson, S., & Lehr, C. (2001). *Principles and characteristics of inclusive assessment and accountability systems* (Synthesis Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved [today's date], from the World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis40.html>

**GLOBAL21**

*Students deserve it • The world demands it*



Dr. Steven L. Paine State  
Superintendent of Schools