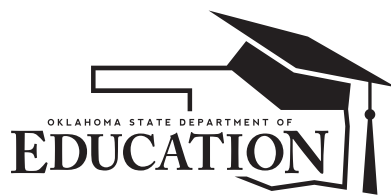




OKLAHOMA STATE TESTING PROGRAM (OSTP)

ACCOMMODATIONS *for* STUDENTS
with an INDIVIDUALIZED EDUCATION
PROGRAM (IEP) *or* SECTION 504 PLAN



OSTP Standard Accommodations

I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S2. Small group (5 or less) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or to provide access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security. S1 & S2 student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need these accommodations to provide better access (e.g., slant board, stander, etc.)
T1. Flexible schedule same day Student test book(s) must be secured between sessions.	Students are scheduled to allow for the best conditions/ timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
T2. Administer subject area test over several sessions (except Writing tests or extended response sections). Student test books must be secured between sessions.	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. (S4) must be selected for this accommodation.
T3. Allow frequent breaks during testing Student test book(s) must be secured during the break(s).	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.

**OSTP Accommodations for
Students with an IEP or 504 Plan**

II. Presentation	Procedures & Guidance
<p>P1. Alternate Formats</p> <ul style="list-style-type: none"> a. Large-print Version (Instructions provided within kits.) b. Contracted Braille Version (Instructions provided within kits.) c. Large-print through Online Testing Client 	<p>The Test Administrator must transcribe student answers verbatim into the standard answer document/test book that was provided in the large-print (paper/pencil) or Braille kit.</p> <p>Braille test formats will be provided on paper using contracted Braille and Nemeth code for numbers and formulas.</p> <p>Large print formats may be configured in the online testing client for certain assessments.</p>
<p>P2. Reverse Color Contrast</p>	<p>Students who have a visual impairment may require this to access the computer screen. This accommodation option must be selected in the online testing client student profile.</p>
<p>P3. Use of assistive technology (AT) devices or supports: e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning.</p>	<p>The specific device or support should be specified in the IEP/504 Plan, be routinely used by the student, and not alter the construct being measured.</p> <p>(S1, S2, or S4) may be appropriate for this accommodation as some AT devices may be distracting to other students.</p>
<p>P4. Text-to-Speech, Human Reader, or Sign Language Interpreter (excludes ELA/Reading tests)</p> <ul style="list-style-type: none"> a. Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting. b. Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim. c. Sign Language Interpretation may be accomplished by using a separate test booklet. <p>Please refer to the Human Reader directions on pages 13-14.</p>	<p>Grades 3-8 & EOI Math, Grades 5 ,8, & EOI Science, Grade 5 ,7 ,8 , & EOI Social Studies, and Grade 5/8 Writing tests are the only subjects included in this accommodation.</p> <p><u>Paper Only</u> tests are read by a Human Reader. Small group testing (S2) is required and test forms must be the same.</p> <p><u>Online Only tests</u> have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (S2 is not required, but ear phones are required). However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. (S1 or S2) is required when utilizing a Human Reader.</p> <p>Students may request items be read more than once.</p>
<p>P5. Use of Secure Braille Note-taker (students with a visual impairment)</p>	<p>An electronic note-taker, which may have a Braille or QWERTY-type keyboard, is an adaptive device similar to a PDA. This device may have built-in speech output and/or a refreshable braille display.</p> <p>(S1 or S2) must be selected for this accommodation.</p>

OSTP Accommodations for Students with an IEP or 504 Plan

P6. Simplification/repetition/signage of directions a. Student may ask for clarification of directions	This does not include test questions or answer choices. Students may have directions reread for each page of questions.
P7. Turn off Universal Tools/Accessibility Features	Disabling any tools that may be distracting to a student, or that a student does not need to use, or the student may be unable to use.
P8. Use of an Abacus.	Students who have a visual impairment/blindness or access mathematical calculations tactilely may use an abacus.
P9. Use a calculator on OCCT Grades 3–8 Mathematics & 5 th Grade Science. See Calculator Requirements on pages 11-12	A four function calculator may be used. Calculators with Computer Algebra Systems are prohibited.
P10. Provide cues (arrows, stop signs) on answer form	This applies to Paper Only tests. Cues may not clue a student to a correct or incorrect answer.
P11. Use masking or templates to reduce the amount of visible print.	Masking involves blocking off content that is distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. This feature is built into the online testing client.
P12. Secure paper to work area with tape or magnets.	This applies to Paper Only tests.
P13. Student may read the test aloud or sign the test to himself or herself.	This requires individual testing and non-disclosure forms signed by TA/TP. (S1) must be selected for this accommodation.
P14. Placeholders, templates, or markers to maintain place	This applies to Paper Only tests.
P15. Audio Calculator	This requires ear phones for group testing. A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, is currently unavailable within the online assessment platform. (S1, S2, or S4) may be appropriate for this accommodation.
P16. Paper & Pencil Test Please see Paper & Pencil Test Format guidelines on page 4.	Students unable to access computer-based tests in both classroom assessments and OSTP assessments may receive a paper & pencil format.

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