

Appendix A—Assessment Accommodations

WHAT ARE ACCOMMODATIONS?

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or the performance criteria. It “levels the playing field” but does not provide an unfair advantage. For example, one accommodation for a student with a learning disability that impacts his or her ability to read might be to read a writing, mathematics, or science assessment to the student. This would not affect the evaluation of the student’s skills in the writing, mathematics, or science content areas. However, reading the reading test to a student would be a change in procedures that would provide an unfair advantage, and the test results would not be a valid indicator of a student’s ability to decode print. Therefore, this would not be allowable as an accommodation for the reading assessment. (Refer to Appendix D for Guidelines for Oral Presentation.) In the grades 5 through 10 mathematics assessments, use of a calculator by **any** student is not an allowable accommodation. However, in Session 3 of the grade 9 and grade 10 mathematics assessments, use of a calculator is allowed for all students.

Students have diverse learning styles and, therefore, require diverse methods of acquiring knowledge and providing evidence of learning. As used during instruction, accommodations provide students with access to information and learning activities. The intent of an assessment is to describe all students’ true levels of achievement with the greatest accuracy. The general CSAP offers an array of **standard accommodations** designed to allow students to demonstrate appropriately their knowledge and skills.

Any student is eligible for a standard accommodation listed in the tables on pages 3 through 5 if that student has received the same accommodation for instruction in that content area for at least three months prior to the CSAP administration. Using an accommodation during assessment that is not used during instruction may be detrimental to the student’s performance on the assessment. For example, giving a test orally to a nonauditory learner may result in lower performance than letting the student read the test. Keep in mind that the assessment includes material that spans a range of difficulty levels and some of the tasks are below the intended grade level.

For more detailed information, please refer to the “Student Data Variables” section of the *2003–2004 Procedures Manual for The Colorado Student Assessment Program*, pages 22 through 39. A copy of the *Procedures Manual* is sent in the fall to all District Assessment Coordinators. The *Procedures Manual* can also be accessed on the CDE website at http://www.cde.state.co.us/cdeassess/csap/2004/proc_man.pdf.

WHAT ACCOMMODATIONS WILL BE ALLOWED?

The tables on pages 3 through 5 show the accommodations that will be available for the Spring 2004 assessments. Some of these accommodations must be documented; others may be used without documentation. Research is currently under way on the effectiveness and validity of various assessment accommodations, so the list may be amended for future assessments.

There are five criteria for selecting accommodations:

1. Accommodations must have been used during instruction in that content area for **at least** three months prior to the assessment so that the student is familiar with them.
2. Accommodations are content-area specific. Therefore, only those accommodations the student requires for the specific content area being assessed may be selected for that assessment.
3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have an adverse effect. The positive effects of the accommodations on student work should be verified during instruction before those accommodations are used on an assessment.
4. A student may be allowed more than one accommodation. For example, a student who requires a scribe or a Braille version will probably also require extra time. In this case, it is the primary accommodation that should be documented on the test book, not the extra time it may take.
5. A student with limited English proficiency is entitled to the same instructional and assessment accommodations as his or her English-speaking peers.

Accommodations That MUST Be Documented for Reading

Timing/Scheduling	
<ul style="list-style-type: none"> • Time extension of more than 10 minutes in a session. Any student who may need more than 60 minutes to complete a test session should be identified ahead of time whenever possible and, preferably, the assessment should be administered in a separate setting. This accommodation should be documented only if the student actually takes more than 10 extra minutes to complete the session. • Administering a session in more, but shorter, time periods. A session must be completed in a single day. This accommodation should be documented only when the total testing time exceeds 60 minutes per session. 	
Presentation	Response
<ul style="list-style-type: none"> • Braille version of the assessment. • Standard 18-point large-print version of the assessment. Students must be registered with the Colorado Instructional Media Center to receive a booklet with a font size greater than 18-point. • Reading aloud of only the directions for the reading assessments. • Reading aloud, in the student's native language, of only the directions for the reading assessments. • Signing of only the directions for the reading assessments. 	<ul style="list-style-type: none"> • Use of a scribe to write oral responses or fill in bubbles in the test book. • Use of a scribe to write oral responses to constructed-response items. • Use of signing or pointing as alternative responses. • Use of assistive technology, restricted to the use of augmentative communication devices, computers, personal portable keyboards such as an AlphaSmart, and Brailers. Voice output must be disabled during the reading assessments. If the communication device produces a typed response, that response must be transcribed, exactly as it is written, into a scannable test book for scoring.

Accommodations That MUST Be Documented for Mathematics, Science, and Writing

Timing/Scheduling	
<ul style="list-style-type: none"> Time extension of more than 10 minutes in a session. Any student who may need more than 60 or 65 minutes to complete a test session should be identified ahead of time whenever possible and, preferably, the assessment should be administered in a separate setting. This accommodation should be documented only if the student actually takes more than 10 extra minutes to complete the session. Administering more, but shorter sessions, when the total testing time exceeds 60 or 65 minutes per session. A session must be completed in a single day. 	
Presentation	Response
<ul style="list-style-type: none"> Braille version of the assessment. Standard 18-point large-print version of the assessment. Students must be registered with the Colorado Instructional Media Center to receive a booklet with a font size greater than 18-point. Signing of the entire assessment, including word problems. Use of additional manipulatives for the mathematics assessment, such as number lines, “Touch Math,” and counting beans. Oral Presentation in English: For writing, mathematics, and science, test directions, glossary words and their definitions, questions, and response options* may be read aloud. Oral Presentation in the Student’s Native Language: For mathematics and science, test directions, glossary words and their definitions, questions, and response options** may be read aloud in the student’s native language. For writing, test directions and glossary words and their definitions are the only parts of the test that may be read aloud. Translating and reading aloud of questions and/or response options is not allowed. 	<ul style="list-style-type: none"> Use of a scribe to write oral responses or fill in bubbles in the test book. Use of a scribe to write oral responses to constructed-response items. Use of a scribe to translate a student’s oral responses from a language other than English into the test book for mathematics and science questions.** Use of signing or pointing as alternative responses. Use of assistive technology restricted to the use of augmentative communication devices, computers, personal portable keyboards such as an AlphaSmart, and Brailers. Spell-checking and grammar-checking capabilities must be disabled during the writing assessment. If the communication device produces a typed response, that response must be transcribed, exactly as it is written, into a scannable test book for scoring.

*Response options on multiple-choice questions may be read aloud for the writing, mathematics, and science assessments, **except** those designated through additional material distributed by the Colorado Department of Education.

Translation of student responses from the student’s native language into English is **not an allowable accommodation for writing tests.

NOTE:

Calculators are **not** allowed as an accommodation on the mathematics and science assessments, even if they are recommended for the student during instructional activities on the student’s IEP. (However, for Session 3 of the grade 9 and grade 10 mathematics assessments, calculators are allowed for all students.) The IEP should indicate separately which accommodations are specifically allowed and are appropriate for the student during large-scale assessments.

Students are **not** required to have an IEP to be eligible for an accommodation.

Accommodations That DO NOT Need to Be Documented for Any Content Area

Timing/Scheduling	Setting/Environment
<ul style="list-style-type: none"> • Time of day. • Time extension of up to 10 minutes in a testing session. • Allowing stretch breaks for groups or for individual students as needed. • Scheduling of sessions to include more breaks, as long as the total testing time does not exceed 10 extra minutes. • Scheduling of more time between sessions. Any session must be completed within a single day. The entire assessment must be completed within the testing window. • Scheduling of sessions in a different order, except for the writing assessment. The drafting of the extended response in grades 4–10 must be completed before the editing session, and the two sessions must occur within the same week. 	<ul style="list-style-type: none"> • Location appropriate to the testing needs of students. • Grouping of students: whole classroom, small groups, individual administration. • Administration of the assessment with or without accommodations by individuals other than the student’s usual teacher(s) such as special educators, paraprofessionals, and teachers’ aides. Students may not have the assessment administered to them by a relative.
Presentation	Response
<ul style="list-style-type: none"> • Use of devices normally used by students for kinesthetic, visual, or auditory assistance, such as pencil grips, noise buffers, visual magnification devices/technology (e.g., handheld magnifiers, CCTVs, screen enlargement programs), and auditory amplification devices such as hearing aids. • Rereading the script in the <i>Administration Manual</i> to all students when requested by any student. (Note that this does not refer to reading the test directions for students aloud.) 	<ul style="list-style-type: none"> • Spelling of words to students who request it, with the exception of the writing assessment where spelling will be scored.

WHICH STUDENTS WILL REQUIRE ACCOMMODATIONS?

Any student may receive an accommodation allowed on the assessment if that student has received the same accommodation during instruction for at least three months prior to the assessment. Students with specific and unique learning needs will most likely require accommodations and usually, but not always, have instructional plans specifying what accommodations are recommended. Students in special education and students eligible under Section 504 plans have a legal right to the accommodations that are listed in the instructional/accommodation plans and that are approved for the CSAP content area being assessed. These plans should consider the accommodations that are already necessary for daily instruction and recommend these accommodations, when allowed, for CSAP assessments. Additionally, students receiving other types of instructional assistance, such as Title I, or students who are learning English as a second language may also need appropriate accommodations.

WHO WILL DECIDE?

The teacher who is primarily responsible for delivering instruction in the content area being assessed determines which accommodations a student requires. Students with special needs usually have instructional plans developed by teams of educators; therefore, the teacher administering the assessment should confer with the other teachers responsible for instruction in the content area being assessed. For example, a general education teacher who teaches reading to a student should talk with the Title I teacher who also delivers reading instruction to that student. A student may be receiving an accommodation in instruction that is not documented, and the primary teacher may be unaware of the situation. If a team has the responsibility for developing a student's learning plan, the team can provide useful information and assistance to the primary teacher.

HOW WILL ACCOMMODATIONS BE DOCUMENTED AND REPORTED?

Certain accommodations used for a student must be documented on that student's test book. Assessment results can then be reported and examined according to the accommodations used. From this information, we will be able to learn more about good instructional and assessment practices for students with unique learning needs.

STEPS FOR MAKING DECISIONS ABOUT ACCOMMODATIONS*

1. Think about what happened during instruction.

- What were the requirements of the learning activities?
- What accommodations were incorporated into your teaching strategies or methods?

2. Think about the student as a learner.

Do others have information about the student? For example, are learning plans available (IEPs, 504 plans, Title I plans, ELL plans, ILPs, etc.)?

- What are the learning characteristics of the student?
- What accommodations did the student need to help him or her acquire the knowledge and skills?
- What accommodations did the student need to help him or her demonstrate the knowledge and skills during classroom assessments?
- What results have you seen when specific accommodations were provided for the student?

3. Look at the available test questions in the *CSAP Demonstration Binder* and released items from prior tests.

- What is the purpose of the test?
- What are the test requirements as indicated by the example tasks?
- Will changes affect the integrity of the test?

4. Identify the minimal accommodations needed for the student to demonstrate knowledge and skills in the content area being assessed. Ask the following questions:

- Setting
 - Can the student work independently?
 - Can the student complete tasks with assistance or with one or more of the allowed accommodations?
 - Can the student complete tasks if provided a separate location with minimal distractions?
- Timing/Scheduling
 - Can the student work continuously for 20–30 minute periods? If not, how long can the student work continuously?
 - Can the student complete tasks if provided periodic breaks or other timing considerations?

* Adapted from: Thurlow, M., Elliot, J., & Ysseldyke, J. (1998). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press, Inc., Sage Publications.

- Presentation
 - Can the student listen to and follow oral directions given by an adult?
 - Can the student read and comprehend written material?
 - Can the student comprehend written material if it is read aloud?
 - Can the student comprehend written directions if the directions are repeated?
 - Can the student comprehend written material if provided with a visual magnification or auditory amplification device?
 - Can the student read and comprehend written material that has been specifically enlarged?
- Response
 - Can the student use a pencil to fill in the bubbles for the answers in the test book?
 - Can the student use paper and pencil to write short-answer or paragraph-length responses to open-ended questions?
 - Can the student respond to open-ended questions when provided with one or more of the allowed accommodations?
 - Can the student respond to open-ended questions by dictating answers to a scribe who records verbatim the oral responses?
 - Does the student use an assistive communication device?

5. Look at the accommodations allowable for the test.

- What accommodations are needed for this student in this content area?
- Are other accommodations needed? Are accommodations used by the student unique and not listed either as allowed or not allowed?
- Who is available for advice or approval? (Each district has an Assessment Coordinator, and CDE Staff members are listed on the following page.)

6. Give the student opportunities to use the accommodation(s) for at least three months prior to the assessment.

- Is this a new skill for the student?
- How can the student practice using the skill?
- Does using the accommodation prove beneficial for the student?

7. Acquaint the student with the test format and the testing environment.

- Is the student familiar with a variety of approaches needed to take tests?
- Does the student have the skills needed to take tests?
- Is the student prepared for this particular test?

8. Plan for how accommodations will be provided for all students who need them during the test.

- Which students will need another setting? How can building space be used most effectively?
- Which students may need more time? What logistics need to be considered to provide it?
- How can scheduling flexibility be provided?
- Have the appropriate test materials been acquired (e.g., large-print or Braille version of the test)?
- How can building personnel be used most effectively to provide accommodations to all students who need them?

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Appendix B—Students with Disabilities for Whom the CSAP Assessment May Not Be Appropriate

HOW ARE DECISIONS ABOUT PARTICIPATION MADE AND DOCUMENTED?

It is important to include every student in the state assessment process. Most students with Individualized Educational Programs (IEPs) will take the general CSAP. Keep in mind that the CSAP assessment covers a range of skills that are both above and below grade level and will be appropriate even for students who are not working on grade-level benchmarks. There may be a very small number of students with IEPs who are working on curriculum content that cannot be assessed through the general CSAP. Due to the nature and intensity of their disabilities, these students are working on benchmarks that are modified or expanded to focus on foundational skills rather than on the concepts described by the benchmarks developed for their grade levels [Colorado Revised Statutes, Section 4, 22-20-108(4)]. The state alternate assessment (CSAPA) may be more appropriate for students working on modified or expanded benchmarks. The decision about which assessment is most appropriate for the student must be determined and documented by the student's IEP team, including the student's parents.

For 2004, the CSAPA is available for all grades and all content areas for which a CSAP assessment has been developed.

A CSAP student data grid will be completed for all students whether or not the student participates in the assessment. Fill in the circle in the TEST INVALIDATION box on the student data grid to indicate why the student is not participating in this assessment. The reason for nonparticipation must also be documented on the student's IEP.

WHO SHOULD TAKE THE CSAP ASSESSMENTS?

Decisions regarding participation in the general CSAP must not be based on:	
<ul style="list-style-type: none"> • Category of disability • Certain percentage of students • Time spent receiving special education services • Place where the student receives services 	<ul style="list-style-type: none"> • Student's reading level (keep in mind that the assessment includes passages, prompts, and items that are on grade level, below grade level, and above grade level) • Expectation of poor performance by the student • Poor attendance by the student • Ongoing disruptive behavior by the student

Participation for students with disabilities will be determined according to the following criteria:		
<p>Most students with IEPs will participate in all content areas of the CSAP.</p> <ul style="list-style-type: none"> • Review previous evidence of student participation and results in the CSAP. Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by each test administered at the student's grade level. Check the IEP for documentation of accommodations and/or assistive technology. • When in doubt, attempt the assessment. Use information gathered during this assessment process to make future decisions. 	<p>Some students with IEPs will participate in at least part of the CSAP.</p> <ul style="list-style-type: none"> • Participation by content area is allowed. When two or more content areas are being assessed, such as reading, writing, and math, the student may take the general math CSAP and the reading and writing CSAPA. • Decisions about participation must be made annually. For example, it may be appropriate for a student who does not take the reading/writing CSAP in fourth grade to take the reading/writing CSAP in fifth grade. 	<p>Very few students with IEPs will not participate in the CSAP.</p> <ul style="list-style-type: none"> • The IEP team may determine that a student will participate in the CSAPA in a content area where the student is working on expanded benchmarks that do not align with the content measured by the general CSAP assessment. <p>For example:</p> <p>A proficient third-grade student taking the general reading assessment would be expected to identify the main idea and supporting details after reading text and to sequence the events accurately and thoroughly.</p> <p>A student with expanded benchmarks in reading may be able to look at pictures or books with interest, anticipate some sequence of events in familiar stories, or retell a simple story.</p> <ul style="list-style-type: none"> • Use the expanded benchmarks, CSAPA assessment frameworks, and eligibility checklists for the CSAPA in the content and grade the student will be taking the assessment. Information about previous performance on assessments should also be considered.

CSAPA eligibility criteria, eligibility checklists, and CSAPA assessment frameworks are available on the CSAP Alternate link located online at http://www.cde.state.co.us/index_assess.htm.

HOW IS PARTICIPATION IN CSAP DETERMINED?

It is important to give students the opportunity to participate in the state assessment. Decisions regarding participation in the general assessment **must** be based on the unique needs of the student and the student's IEP, considering the alignment of instruction and assessment.

Alignment Considerations

Think about the **content area** of assessment and **alignment** of what the student is learning with the general assessment. This decision is content-area specific and grade-level specific. It should be made on a student-by-student and test-by-test basis.

To Consider Alignment	
<p>Start with the Standard:</p> <ul style="list-style-type: none">• Look at evidence of student growth and previous attempts to participate in the general assessment. As students get older, more documentation should be available.• Review available information, including data on the IEP, to guide this decision. Document all decisions regarding participation on the IEP. Remember that parents should always be included in the decisions made through the IEP process.	<p>For emergent learners who have demonstrated skills in the content area and can access the test materials with or without accommodations:</p> <ul style="list-style-type: none">• Attempt the general assessment.• Use information gathered during this assessment process to make future decisions.• Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by this test. Check the IEP for information regarding augmentative communication systems or assistive technologies.• Using information from the IEP, determine the capacity of the student to apply his or her knowledge in this testing situation.

Ask these questions to determine the extent to which a student should participate in the general assessment:

Alignment Questions

Question 1	Question 2	Question 3	Question 4
Is the student working on the same standards and benchmarks as other students in the classroom?	Is the student working on the same standards, which include benchmarks at a different grade level?	Is the student working on expanded benchmarks that address skills that could be assessed through the general assessment?	Is the student working on expanded benchmarks individualized to the point that the general assessment does not reflect the content the student is being taught?
If YES, the student should participate in the general assessment.	If YES, the student should participate in the general assessment.	If YES, the student should participate in the general assessment of those content areas.	If YES, do not attempt the general assessment.
If NO, go to Question 2.	If NO, go to Question 3.	If NO, go to Question 4.	

The decision made in response to Question 4, that the student not take the general assessment, **must** be documented on the student data grid. Indicate that the student did not test because he or she took the alternate assessment, CSAPA.

HOW WILL PROGRESS BE DOCUMENTED FOR STUDENTS UNABLE TO PARTICIPATE IN THE GENERAL ASSESSMENT?

If the student is not able to participate in the general assessment, the student data grid **must** be filled out, indicating the reason the student did not test. In addition, the documentation of progress made on IEP annual goals and objectives will substitute for an alternate assessment strategy until other measures are available.

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Appendix C—English Language Learners

The State of Colorado is committed to the ideal that all students can learn and achieve high standards. Historically, limited English proficient students have been excluded from statewide assessment efforts. As a result, alternative language programs have not been provided with information that could inform and improve instruction.

In order to address this issue, the state is advocating that, when possible, limited English proficient students actively participate in the state assessment program. The state realizes that students who are still in the process of acquiring English may not be able to adequately access the information contained in the English version of the assessments; however, at the present, the state can provide this test only in Spanish at grades 3 and 4.

The information that follows has been developed to assist local districts in determining when limited English proficient students should participate in the state assessment program.

The nonparticipation of any English language learner must be documented by completing the student data grid of a blank test book and returning that test book with the completed test books to the School Assessment Coordinator. Students who do not participate are included in the “No Scores Reported” category for CSAP reports.

Under Title VI of the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify and provide services to limited English proficient students. In most Colorado school districts, identification of limited English proficient students is initially done through a home language questionnaire that identifies whether a language other than English is spoken in the home. If there is indication of a language other than English, then the district assesses the student’s English language proficiency using a commercially prepared assessment. The following assessments are recommended for determining a student’s level of English proficiency:

1. Language Assessment Scales (LAS)
2. IDEA Proficiency Test (IPT)
3. Woodcock Muñoz

The student’s English language proficiency is described by his or her ability to speak, read, and write English, as determined by the instrument above. Most proficiency assessments rate students using a scale with five levels ranging from emergent to intermediate to fluent proficiency; or these assessments categorize students’ proficiency as Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP).

LEVELS OF PROFICIENCY IN ENGLISH

NEP—Non-English Proficient
A student who speaks a language other than English and does not comprehend, speak, read, or write English.
LEP—Limited English Proficient
A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
FEP—Fluent English Proficient
A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

To determine the appropriateness of inclusion or exemption of limited English proficient students in the state assessment program, districts should consider their levels of proficiency in all domains of language—speaking, reading, writing, and listening—and the nature of their instructional program. Guidelines are provided in the tables that follow for students who speak a language other than English.

It should be noted that not all speakers of languages other than English are limited in their English language proficiency. Second-language students who are proficient speakers, readers, and writers of English **must** be assessed with the English version of CSAP. Limited English proficient students also should be included in the assessment. **Also, note that limited English proficient students are entitled to the same assessment accommodations (outlined in the previous section) as their English-speaking peers.** For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment. **However, any student who has participated for three years in an English language proficiency program must be assessed with the English version of the CSAP (Colorado Revised Statutes [22-7-409(1)]). Kindergarten does not count as part of the three years, and a student must be enrolled in a program continuously for three years before this rule takes effect.**

For all mathematics and science assessments, glossary boxes appear next to questions in order to define words that could potentially confuse English language learners. For more information and for specific examples of the types of words that will and will not be defined in glossary boxes on the mathematics and science assessments, please refer to the Procedures Manual produced by the Student Assessment Unit of the Colorado Department of Education.

The Colorado Department of Education requires documentation of why limited English proficient students have been exempted from the state assessment program.

English Language Learners in Grades 3 and 4

Language of Instruction	Decision
The student is Non-English Proficient (NEP) or Limited English Proficient (LEP) and received instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	The student should be considered for the Spanish version of the assessment.
The student is Fluent English Proficient (FEP) or did not receive instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	Follow the guidelines in the table below for English language learners in grades 5–10.

English Language Learners in Grades 5–10

Proficiency Level	Decision
Level 1 or 2 or Non-English Proficient (NEP)	It is possible that this student will not participate in the state assessment. For details regarding nonparticipation of students in the assessment, review the information in the Test Invalidation Effects chart found in each <i>Administration Manual</i> .
Level 3 or Limited English Proficient (LEP)	The student should be included in the state assessment.
Level 4 or 5 or Fluent English Proficient (FEP)	The student must be included in the state assessment.

Questions regarding participation of limited English proficient students may be directed to

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Appendix D—Guidelines for Oral Presentation

These guidelines apply to the oral presentation of the assessments.

In the oral presentation of the reading assessments, the Assessment Administrator is allowed to read **only** the directions. Do **not** read the reading passages.

For **all** assessments, you will need the following materials at the time of administration:

- Administration Manual*
- Test books for you and for each student
- Do Not Disturb sign (not supplied by CTB/McGraw-Hill)
- Graphite-based No. 2 pencils with erasers (not supplied by CTB/McGraw-Hill)

For grades 4–10 **writing** assessments:

- Draft booklets for you and for each student

For **mathematics** assessments:

- Punch-out tools for each student

NOTE: Calculators are **not** to be used on any part of the mathematics or science assessments except for Session 3 of the grade 9 and grade 10 mathematics assessments.

General Directions

Before the testing session

- Read the entire test before administering it to students.
- Practice the oral presentation with another adult.
- For ease of administration, group students who will need similar amounts of time to complete the test.
- All students who receive an oral presentation must have this accommodation documented in the appropriate column of the ACCOMMODATIONS box on the student data grid.

An oral presentation will be considered the **main** accommodation to document, even if other accommodations are used, such as extended or modified timing or scheduling of administration.

For **mathematics** assessments:

- Provide time to remove punch-out tools from sheets.

During the testing session

- Arrange student(s) so they can easily see you. Sit facing the student(s).
- Establish rapport and put students at ease. Explain that you will be reading the test to them and that this will help them perform their best.
- Remind students to take their time and answer all the questions completely.

For **all** assessments:

- The test directions may be reread to all students at the request of any student.
- The Assessment Administrator may **not** clarify, simplify, or emphasize key words in the directions. Do not use any emphasis or inflection in your voice that might give students an unfair advantage or result in an unreliable score.

For **reading** assessments:

- The Assessment Administrator for reading may read the directions **only**. Do **not** read the reading passages or the test questions.

For **writing, mathematics, and science** assessments:

- The Assessment Administrator may read the writing, mathematics, or science assessment, including directions, word problems, questions, and glossary words with their definitions. For the writing, mathematics, and science assessments, selected-response options in multiple-choice questions may be read aloud, **except** those designated through additional material distributed by the Colorado Department of Education.
- On the writing, mathematics, and science assessments, word problems, questions, and glossary words may be reread to all students at the request of any student. For selected-response questions, response options may be reread to all students at the request of any student, **except** those designated through additional material distributed by the Colorado Department of Education.

Giving feedback regarding the correctness of any response is **not** permissible.

THREE STEPS FOR ORAL PRESENTATION (READING)

- ⇒ FIRST, read aloud all general directions from the *Administration Manual*.
- ⇒ SECOND, when the script in the *Administration Manual* directs students to read or find a sample question, **go to** the test book and read aloud the directions. Read aloud the directions for all remaining samples in the same manner.

Continue reading aloud all general directions for the session.

- ⇒ THIRD, watch for all students to complete a reading passage and related items. Then read the new directions for the next group of items. Students may keep working until they have finished. (Upon completion of each session, the Assessment Administrator should follow the directions in the *Administration Manual*.)

THREE STEPS FOR ORAL PRESENTATION (WRITING, MATHEMATICS, AND SCIENCE)

- ⇒ FIRST, read aloud all general directions from the *Administration Manual*.
- ⇒ SECOND, when the script in the *Administration Manual* directs students to read or find a sample question, **go to** the test book and read aloud the directions and the question. Read aloud the directions and the questions for all remaining samples in the same manner.

Continue reading aloud all general directions for the session. When the script directs students to begin, **go to** the test book and read the first question. Read aloud the response options for all multiple-choice questions **except** those designated through additional material distributed by the Colorado Department of Education.

- ⇒ THIRD, watch for all students to complete each question. Then read the next question, including any glossary word(s). Students may keep working until they have finished. (Upon completion of each session, the Assessment Administrator should follow the directions in the *Administration Manual*.)