Tennessee Comprehensive Accessibility and Accommodations Manual

2021-22

Accessibility and Accommodations Manual
2020-21

Contents

Section 1. Introduction

All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments.

This guidebook provides information related to universal administration conditions, accessibility features, and accommodations to ensure access to
- Achievement grades 3-8,
- End of course (EOC),
- Grade 2,
- TCAP-Alt. grade 2 and grades 3-8, Biology
- MSAA,
- WIDA ACCESS for ELs,
- Alt ACCESS
- ACT, and
- NAEP assessments.

Accessibility features and accommodations should be selected to meet the needs of the individual student.

The first section provides general information about the TCAP assessment system. It includes an explanation of the accessibility features and accommodations available for students in the paper-based testing (PBT) or computer-based testing (CBT) process. It also includes an explanation of the accessibility features and accommodations available for students testing in the computer-based testing platforms of MSAA for the Alternate Assessment and WIDA ACCESS for English Learners. The second section describes considerations for teams to use when developing the individual educational plan (IEP), individual learning plan (ILP) and/or Section 504 plan for students.

1.1. Intended Audience

This resource is intended to guide 504, ILP, and IEP teams in decision-making regarding state assessment accessibility and accommodations. Parents/guardians are critical members of the team as well as the student. Please ensure they are adequately informed of the options for accessibility and accommodations. For the purposes of this guide, the following definitions are used:
- Students with disabilities (SWDs) are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA)

or Section 504 of the Rehabilitation Act (Section 504).

- English learners (ELs) are students with limited English language proficiency who meet the entrance criteria for English as a second language (ESL) services, as determined by their results on a state-approved English language proficiency screener.

1.2. Tennessee's Statewide Student Assessments

The Tennessee Comprehensive Assessment Program (TCAP) includes assessments in mathematics, English language arts, social studies, and science, as well as alternate assessments for eligible students with the most significant cognitive disabilities. Students who are classified as ELs will also participate in the English Language Proficiency Assessment, WIDA ACCESS for ELs and WIDA Alt ACCESS for ELs.

Inclusion of all students in large-scale assessments and grade-level standards is mandated by both federal and state law. Certain accessibility supports and/or accommodations are provided for students who need them during instruction and assessments to support access to grade-level content. To ensure this goal of access is met, educators must be familiar with standards and accountability systems at the state and district levels.

For additional information regarding the Tennessee assessment system, including the alternate assessment and the English Language Proficiency Assessment, please visit the department's website or LiveBinders.

Section 2. Universal Test Administration Conditions

Test administration manuals address the need to provide students with an appropriate testing location that is comfortable and free from distractions. Test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction free testing environment.

Universal test administration conditions for TCAP are available to any student who needs them and are not considered test accommodations. A student's IEP, 504 plan, or ILP (Individual Learning Plan) may include them as an accommodation during instruction and classroom assessments; however, it is not required to be addressed in the IEP, 504 plan, or ILP in order to receive as an accommodation on state assessments.

Universal test administration conditions for any student includes:
- testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,

- being seated in a specific location within the testing room or being seated at special furniture,
- having the test administered by a familiar test administrator,
- using a special pencil or pencil grip,
- using a placeholder,
- using devices that allow the student to see (e.g., magnification and special lighting),
- using devices that allow the student to hear the test directions (e.g., hearing aids and amplification),
- wearing noise buffers after the scripted directions have been read,
- signing the scripted directions,
- having the scripted directions repeated (at student request),
- having questions about the scripted directions or the directions that students read independently answered, and
- reading the test quietly to himself/herself as long as other students are not disrupted.

Section 3. Accessibility Features

Accessibility features for TCAP are available to any student with an identified need. A student's IEP, 504 plan, or ILP may include these as an accommodation during instruction and classroom assessments however, it is not required to be addressed in the IEP, 504 plan, or ILP in order to receive as an accessibility features on state assessments. A student should only use a test accessibility feature option that they typically need and use during daily instruction and assessment. It is recommended that a consistent process be used to determine these support(s) for individual students.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Highlighter	Before testing: Test administrator provides student with highlighter(s).	Students may use a highlighter to highlight text in a passage or item in their test book as needed to recall and/or emphasize. Highlighter **must be** yellow.
Color Overlay	Before testing: Test administrator provides student with access to colored overlays.	Students will use the same color overlay during assessment as are required in daily instruction. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Straight Edge Line Reader/Mask Tool	Before testing: Test administrator ensures the student has direct access to a blank straight edge or blank masking card.	Allows students to track the line he or she is reading. Students are able to focus their attention on a specific piece of text at a time. This may be a note card, ruler, etc., as issued during daily instruction. The student may cover or uncover answer options and/or text with blank masking cards as needed. The masking tool is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not immediately needed which may be distracting.
Auditory Aids	Before testing: Test administrator ensures student's access to necessary auditory aid. During testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machine provided by the student or by the school.	The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. If headphones are used only as noise buffers they should not be plugged into a device.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Place Marker	Before testing: Test administrator provides student with place marker (e.g., post-it note or plain bookmark)	The student may use place marker to "bookmark" items to review later.
Eliminate Answer Choices	During testing: The student may use removable markers within the test booklet (e.g., small strips of paper) help them track answers they have eliminated.	Please do not make any stray marks on the answer document as that may conflict with accurate scoring.
General Administration Directions Read Aloud and Clarified and/or Repeated as Needed	During testing: The test administrator reads aloud the general administration directions only per the test administration manual. A student may raise his or her hand and request the directions be repeated.	A student may raise his or her hand and request the directions be repeated. The test administrator may clarify directions upon request. No passages or items may be clarified.
Magnification/Enlargement Device	Before testing: The test administrator provides the student with magnification/enlargement device. If computer-based testing, the test administrator should ensure that the accommodation is preset.	The student uses an external magnification or enlargement device to increase the font or graphic size (e.g., magnification equipment during assessment as is used daily.
Redirect Student to the Test	During Testing: The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.	There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments;

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
		providing a visual cue to the student to remain on task.
Glossary in Footnotes	During Testing: Students refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.	The test administrator may read the words included in the footnoted glossary as requested by the student. The test administrator may not clarify the text in any way.
Student Reads Assessment Aloud to Him or Herself	Before Testing: Test Administrator ensures student's testing environment is conducive to read aloud to self.\n\nDuring Testing: The student reads aloud the assessment to self in a manner which will not be overheard by other students.	

Section 4. Accommodations

Accommodations are for students served under an IEP, 504 Plan, ILP.

Accommodations address *how* the student will participate. They do not alter or change what the student is expected to know or what content is assessed.

Accommodations:

- reduce or decrease barriers to access or participation,
- maintain the intent of rigor of the task,
- ensure the assessment allows students to demonstrate their true mastery level,
- are available to students if listed in their IEP, 504 plan, or ILP, and
- **are designed to provide access to students, not ensure proficiency.**

Allowable accommodations for state testing are defined as:

Allowable Accommodations		
Accommodation	**Administrative Guidelines**	**Additional Considerations for Use**
Adult Transcription	Before testing: Two adults are secured for the testing session. The test administrator who is transcribing must be a licensed employee of the school district.	An adult marks selected response items on the paper- based answer document based on student answers provided orally, using gestures, or an adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. A student reads each item from the screen or test booklet and dictates the

Allowable Accommodations		
Accommodation	**Administrative Guidelines**	**Additional Considerations for Use**
		response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation. Students should be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted.
Assistive Technology	Before testing: Test administrator ensures the student has access to the necessary assistive technology device (e.g., computer, braille writer, etc.).	This accommodation requires adult transcription. Two adults must be present and must transfer the student's responses exactly as written to the paper-based answer document. The use of assistive technology, including Braille writer, for the writing response and/or other open response items is allowed on the TCAP assessments.

Allowable Accommodations		
Accommodation	**Administrative Guidelines**	**Additional Considerations for Use**
		Internet access, spell check, grammar check, and word prediction ahead functions **must be turned off**.
Braille or Large Print	Before testing: Test administrator ensures that a braille kit or large print test has been ordered for the student.	Braille testing must be addressed in the student's IEP. Students may mark responses directly in the test. The Braille kit comes with transcription instructions. Students using Braille can have more than double time but still not go beyond the school day.
Extended Time	Extended time is defined as up to double time and may not extend beyond one school day.	Provides additional time for a student to complete the assessment beyond the time allotted for the test or subpart.
Visual Representations for Math	Before testing: Test administrator ensures the student has access to the necessary manipulatives for testing (e.g., abacus, cubes, tiles, rods, or blocks). This **would not** include things such as multiplication charts/tables, number lines etc. typically used by students with math deficits who are not visually impaired.	This accommodation is only applicable for students with a visual impairment and may not be used on the non-calculator sections of the assessment. This accommodation may be used in place of scratch paper for students who typically use an abacus or other manipulatives.

Allowable Accommodations		
Accommodation	**Administrative Guidelines**	**Additional Considerations for Use**
Rest or Break	Rest or break needed due to fatigue, behavior plan, sensory needs, and/or health related needs. This is a "stop the clock" break.	This accommodation is not to be confused with a break provided for all students.
Word-to-Word Dictionary	Before testing: Test administrator ensures EL student has access to a bilingual published, paper dictionary.	Provides a bilingual published, paper dictionary for the student to use during testing. This should be the same type dictionary used by the student for daily instruction.
Oral Presentation (Read Aloud)	Before testing: Test administrator ensures only students who receive this accommodation are included in the oral presentation group and adheres to the directions for test administration. For computer based testing, it must be set before student begins testing.	Provides an oral presentation of directions, test items, and answer options on the assessments for students. Refer to the Oral Accommodations Considerations when deciding whether this accommodation is needed for a student. See Appendices for Oral Presentation Guidance by Subject Area (p. 38).

4.1 Calculator Policy

The Calculator Policy is based on two concepts:
1. Calculators are important tools, and in order to be ready for career and college, students need to understand how to use calculators effectively.
2. In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, the math assessment will include both calculator-permitted subparts and calculator-prohibited subparts.
*   There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
*   Information on the rationale, administration guidelines and calculator types can be found in the TCAP Calculator Guidance document located in appendix B (p. 35).

4.2. Unique Accommodation Request (UAR)

If a student with a disability and/or an EL requires an accommodation that is not listed in their IEP, 504 plan, or ILP, and does not change the construct being measured by the test, the school may request approval for use of the unique accommodation by completing the form (here). The unique accommodation request form must be submitted **at least six weeks prior to testing. If there is an emergency, please contact TDOE for assistance**. A copy of the form must be kept in the student's records and, if appropriate, retained at the district office.

SB 1637 amended TCA 49-6-001 by adding a new subsection:

"A student whose individualized education program (IEP) or section 504 plan under the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) allows for testing accommodations ***shall be allowed to use the same testing accommodations*** *while taking an assessment under the Tennessee comprehensive assessment program (TCAP) or an end-of-course assessment, required by the state board of education under subsection (a),* ***as long as the accommodation does not invalidate the assessment****.*

This bill was passed, and Public Chapter 601 was signed into law on March 20, 2020.

The chart below must be followed when determining appropriate accommodations by assessment. If an accommodation is not on the approved list per the assessment, the team may follow the unique accommodation request process. An "x" indicates allowable accommodations for a student with a disability and/or an active EL served

under an IEP, 504, or ILP plan. EL students who are no longer active (L or W) receive accommodations through an IEP or 504 plan.

Allowable Accommodations for Grades 3-8 and EOC	ELA		Social Studies		Math		Science	
	IEP/504	ILP	IEP/504	ILP	IEP/504	EL	IEP/504	ILP
Adult Transcription*	x		x		x		x	
Assistive Technology*	x		x		x		x	
Braille or Large Print	x		x		x		x	
Extended Time* Except for those items which measure fluency in both ELA and math	x	x	x	x	x	x	x	x
Visual Representations for Math					x			
Rest/Breaks	x	x	x	x	x	x	x	x
Unique Accommodation Request	x		x		x		x	
Word-to-Word Dictionary		x		x		x		x
Oral Presentation (read aloud) or Signing Presentation	x	x	x	x	x	x	x	x

4.3. Oral/Signing Presentation Accommodation Considerations

Oral presentation (read aloud) or signing is an accommodation available to students with an IEP, 504 plan, or ILP if the IEP, 504 or ILP team determines that oral or signing presentation is required for the student to access the assessment.

Students who communicate with sign language may have a human signer as an accommodation. The human signer will read the assessment using the conventions of the student's sign language (i.e., American Sign Language (ASL))

The following questions should be used by the IEP, 504, or ILP team to help determine if a student's disability and/or limited English proficiency is significant enough to warrant oral presentation. For a student with a visual impairment, the IEP team must consider the impact of the visual impairment on the student's ability to access printed text. Questions they may want to consider include:

- Does the student have a documented decoding or fluency deficit which precludes access to printed text?
- For students with an IEP, does the student have a goal to address the deficit listed in the present level of educational performance?
- Is the student engaged in intensive intervention through their IEP, 504, or ILP to address the specific deficit?
- For students identified as active EL, does the student show limited reading ability in English?

NOTE: EL students who score a 4, 5, or 6 on the reading portion of WIDA ACCESS for ELs from the prior testing year, should be considered reading grade-level; therefore, a read aloud accommodation should not be necessary.

Section.5. Making Decisions about Statewide Assessment Accommodations

The following guidelines are recommended for making decisions about accommodations for statewide assessments:

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

5.1 Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand) may use any of the following accommodations if their IEP or 504 team determines that the injury makes it difficult to participate in an assessment. Any injury-related accommodations must be documented in the IEP or 504 plan. The accommodations available for consideration are as follows:

Accommodations for Students with an Injury	Description
Adult Transcription	A student reads each item from the screen or test booklet and dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation. Two adults must be present during transcription. The teacher transcribing must be a licensed employee of the school district. Students must be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted.

Accommodations for Students with an Injury	Description
Assistive Technology	Assistive technologies can be used for written response items. Internet access, spell check, grammar check and word prediction functions **must be turned off**. This accommodation requires adult transcription.
Extended Time (Except for those items which measure fluency in both Math and ELA)	Extended Time can be used when a student needs extended time up to double. If extended time goes beyond double, a unique accommodation request must be submitted. No subpart may be extended beyond a single school day and all security protocols must be followed.

5.2 Temporary Impairments

A student is eligible for a 504 plan if their 504 team determines that they have a physical or mental impairment which substantially limits one or more major life activities. Some impairments are temporary in nature, meaning expected to last for six months or less. Major life activities include, but are not limited to, reading, writing, concentrating, seeing, hearing, breathing, or thinking. If a student has an injury that necessitate a testing accommodation, the district should follow its local 504 policies and procedures, evaluate the student, and draft a 504 plan if the student is found eligible. More information can be found here.

Section 6. ACT Accessibility & Accommodations

ACT is a nationally normed assessment that may be used to satisfy both students' graduation requirement and district accountability measures. This section is only referring to the state ACT windows.

Qualifying students may take the ACT with accommodations. In order for a student to receive a college-reportable ACT score, accommodations must be submitted to ACT according to the deadline in the Schedule of Events for spring or fall testing which is posted to the ACT state testing landing page. Accommodations requests must be supported by documentation.

Not all accommodations that are listed on a student's IEP for TCAP assessments may be applicable for use on the ACT. In these cases, it is recommended that students take ACT using only the ACT approved accommodations. Using non-ACT approved accommodations will result in a student receiving a non-college reportable score.

Non-college reportable scores may satisfy a student's graduation requirement for a regular diploma but will count against school and district participation rates.

For more information on the ACT Test Accessibility & Accommodations User Guide click here.

Section 7. NAEP Accessibility & Accommodations

The National Assessment of Educational Progress (NAEP) is a nationally normed assessment of reading, math, science, and other subjects for 4th, 8th, and 12th graders. NAEP is a no-stakes assessment for students, teachers, schools, and districts (other than Shelby County, which participates in NAEP as an urban district). Only state and national data are released. Students with disabilities or those receiving EL supports must be included at a minimum participation rate of 85%. This means that a school must ensure that 85% of each population in the tested grade participates in the NAEP assessment. States that fail to meet inclusion rates are identified in NAEP reporting.

NAEP may be taken with or without accommodations. In order for students to receive accommodations on NAEP, they must be currently receiving the documented accommodations for state assessments. School coordinators must enter requests for accommodations in the My NAEP system according to the deadlines for each assessment.

Not all accommodations that are approved for use by a student's IEP, 504 plan, or ILP on state assessments may be applicable for use on NAEP. For example, NAEP does not allow a read-aloud accommodation on reading tests, even if students receive this accommodation for Tennessee's ELA test. In these cases, students should be allowed to participate in NAEP without the accommodation.

Several accommodations provided on the Tennessee assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. This chart is divided into three sections: (1) universal design elements that are available to all students, (2) accommodations provided by the test delivery system, and (3) accommodations provided outside the test delivery system. NAEP accommodations are only allowed for English learners. More information about NAEP accommodations can be found here.

Section 8. Alternate Assessments

All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments.

Alternate assessments are designed for students with significant cognitive disabilities (about one percent of the student population). The structures of alternate assessments are designed around the student's physical and/or cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. For example, a variety of accommodations are built into the test design in order to accommodate each student's personal mode of communication (e.g., sign language, eye gaze, augmentative communication devices, etc.).

Participation in the alternate assessments should only be considered for those students who meet all three of the following criteria:

Criteria #1: The student has a significant cognitive disability. Only students with the most significant cognitive ability should be considered for the alternate assessment.

Criteria #2: The student is learning content linked to (derived from) state content standards.

Criteria #3: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

8.1 Multi-State Alternate Assessment (MSAA) Assessment Features and Accommodations

The MSAA is the ELA and math alternate assessment platform for the alternate assessment. It is computer-based and a few of the assessment's accessibility features may be provided by the test administrator or may be enabled by the student at the time of the testing. Students and test administrators should become familiar with these features and may practice using them with sample items prior to the test administration.

The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

Some of the assessment's accessibility features available for test administrators to provide or enable for students are:
- Answer masking
- Audio player
- Alternate color themes
- Increase size of text and graphics
- Increase volume
- Line reader tool
- Read aloud and reread item directions, response options, and passage

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. A student may use the accommodations that are in his/her IEP that are consistent with the MSAA accommodations policies. Refer to the MSAA Assessment User Guide for Test Administrators for directions on how to enable for student testing.

MSAA Allowable Accommodations	
Accommodations	**How to Access**
Assistive Technology (AT) A student may use assistive technology devices for viewing, responding to, or interacting with test items. The student and test administrator should use the AT device with the sample items to ensure that it functions properly with the MSAA Assessment System. The MSAA Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Refer to MSAA Assessment System User Guide for Test Administrators for information about: Compatibility of MSAA Assessment Features and Compatibility of MSAA Assessment System with Assistive Technology Devices.
Paper Version of Item(s)	Test administrators may print a copy of an item or items. This copy must be given to the BTC, as specified by the state, for secure shredding upon completion of the test. Large print forms are not available. Please refer to the MSAA Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.
Scribe/Transcription Selected-Response Items Writing Test Constructed-Response Items	The test administrator is allowed to write what the student dictates. Two adults must be present during transcription. The test administrator is allowed to indicate a student's provided response.
Sign Language (e.g., ASL, PSE, SEE)	Test administrators may provide sign language interpretation to a student.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA).

Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Accommodations for the assessment are not required in the IEP as they are a part of the design. Should the IEP team choose to indicate the accommodations, they may be listed in:

- Custom Classroom Accommodations (may be used to indicate paper use),
- Communication needs under the Narrative page (could be used to include Scribe and/or paper), and
- Custom Supplementary Aides.

8.1.1. Special Note Regarding Assistive Technology

Many students assessed on the alternate assessment require an assistive technology device to communicate. Students should continue to use the device during assessment. A variety of assistive technology devices may be used to respond to both selected response and open response item types on the assessment. An alternate keyboard, eye gaze, switch devices, speech-to-text, and other similar input devices are examples of compatible assistive technology devices.

MSAA recommends testing Assistive Technology devices for compatibility using the sample items that are available on the MSAA Test Administration Portal. The MSAA online system allows a student or test administrator to use the shortcut keys on the keyboard to achieve basic functions when usage of a mouse is not an option. Students who require assistive technology to respond to test items should have the assistive technology need indicated in the IEP.

8.2 TCAP-Alt (Science & Social Studies)

Test Administrators shall use the Directions for Test Administration (DTA) for all administration of the TCAP-Alt assessment in science and social studies. Questions and answer choices, unless specifically stated in the DTA, are read aloud to the students. The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

TCAP-Alt Allowable Accommodations	
Accommodations	**How to Access**
Assistive Technology (AT) or Assistive Communication Devices (AAC) For the TCAP-Alt assessment, students may use any electronic communication device or assistive technology that supports the student in interacting with the assessment and indicating their answer choice or writing response.	Electronic communication devices (e.g., cell phones, tablets, smart watches) are NOT allowed in the testing setting unless the device is used by the student on a daily basis as an augmentative assistive communication device (AAC) or assistive technology (AT).
Large Print	Large print forms are not available. An enlarged version may be created for a student with visual impairment. Enlargements must be returned with testing materials.
Manipulatives and Adaptive Writing Materials	For the TCAP-Alt assessment, students may be given manipulatives or tactile models as needed. They may also use adaptive writing materials, including a crayon or any other items the student uses on a daily basis to interact with instruction and to create an answer.
Visual Impairment	Some questions include specific teacher directions that are in a lighter shade of gray. These directions are shown in brackets in the DTA. Alternate text is also in brackets, but will be italicized. The alternate text is in place of the art in question stems and answer choices. Alternate text should be read aloud to students with visual impairment, if needed.
Scribe	The test administrator is allowed to write what the student dictates. The test administrator is allowed to indicate a student's provided response.
Sign Language (e.g., ASL, PSE, SEE)	The test administrator may provide sign language interpretation to a student.

Note: The use of physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA). **Physical**

prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Most students who use an accommodation as defined in the chart above required the accommodation on a daily basis. IEPs for students who participate in the alternate assessment should already include the accommodations as listed above.

Accommodation use may be listed in multiple places in the IEP including:
- Custom Classroom Accommodations (may be used to indicate paper use).
- Communication needs under the Narrative page (could be used to include Scribe and/or paper).
- Custom Supplementary Aides

8.3 Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Students who are blind, deaf, or deaf/blind are assigned to the test form with items that reduce barriers for vision and hearing. Additional test administration procedures are also provided to the test administrator and include:

- Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation.
- Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart.
- Reading foundational items (grades 3 and 4 tests only) in braille for students who use braille.

A student is assigned to this test form if the student has one or more of the following conditions:

- Low vision; uses vision for some activities of daily living
- No functional use of vision for activities of daily living, or unable to determine functional use of vision
- Hearing loss aided, but still with no significant loss
- Profound hearing loss, even with aids; and/or undetermined functional use of hearing
- Uses braille (contracted or uncontracted)

Section 9. Optional Grade 2 Assessment

For grade 2 students with an IEP, 504, or ILP, it is beneficial to understand the structure of the optional second grade ELA and math assessments. Both ELA and math are divided into subparts to ensure age- appropriate length of testing sessions. Both assessments have the teacher reading the assessment aloud to all students. There are portions of each subject area that do not allow a test administrator to read aloud that portion as it would change the construct of what is being measured. An IEP, 504, or ILP plan **cannot** provide an accommodation on a state assessment that would alter what is being tested. Please follow the detailed administration directions in the accompanying TAPs for students with or without a read aloud accommodation.

Optional Grade 2 ELA Assessment

Accommodations	Section Details	Time
Subpart 1		**40 minutes total**
Section 1	Passage 1: Reading/Writing passage (this passage will appear again in section 2 as a reading/writing passage) Passage 2: Reading passage	25 minutes out of the 40 minutes
Section 2	Reading/writing passage and prompt - read aloud to all students	15 minutes out of the 40 minutes
Subpart 2		**40 minutes total**
Section 1	Listening Items –read aloud to all students	15 minutes out of the 40 minutes
Section 2	Two reading passages with passage-based items	25 minutes out of the 40 minutes

Accommodations for Optional Grade 2 ELA Assessment per IEP/504/ILP		
Subpart 3		**40 minutes total**
Section 1	Passage 1: Reading/Writing passage (this passage will appear again in section 2 as a reading/writing passage) Passage 2: Reading passage	25
Section 2	Reading/writing passage and prompt - read aloud to all students	15
Subpart 4		
Section 1	Two foundational fluency items - these items should NOT be read aloud or extended time given since the intent and the design of the item is measuring a student's ability to decode and comprehend text.	Follow time in TAPs.
Section 2	Listening Items – both the stem and the answer choices are read aloud to all students	15
Section 3	Two reading passages with passage-based items	25

Optional Grade 2 Mathematics Assessment

Accommodations for Optional Grade 2 Math Assessment for IEP/504/ILP		
Accommodations	**Section Detail**	**Time**
Subpart 1		**40 minutes total**
Section 1	All items are read aloud by teacher to all students.	30 minutes out of the 40 minutes
Section 2	All items are read independently by students.	10
Subpart 2		**42 minutes total**

Section 1	All items are read aloud by teacher to all students.	35
Section 2	All items are read independently by students.	7

Grade 2 Alternate Assessment

Districts who choose to participate in the grade 2 optional assessment must also participate in the grade 2 Alt assessment during the annual administration window for TCAP Alt. The grade 2 Alt test administration is the same as for the TCAP-Alt grades 3-11 administration for accessibility and accommodations. Refer to pages 21-22 for more information (TCAP-Alt Grades 3-11).

Section 10. WIDA ACCESS

Participation Requirements for ACCESS for ELs

State and federal laws require that all ELs participate in annual English Language Program Assessments (ELPA), known in Tennessee as the WIDA ACCESS. These annual tests measure ELs' proficiency and progress in learning English in the language domains of listening, reading, speaking, and writing. **No EL may be exempted from these tests, including ELs with disabilities.**

The Individual with Disabilities Act requires that states provide appropriate accommodations where needed, in accordance with a student's Individual Education Program (IEP). A student who has a 504 Plan, or who is covered under Title II of the ADA, may also be eligible to receive accommodations, as determined by their 504 team.

Below are the allowable accommodations for WIDA ACCESS. For more in-depth guidance see the [Accessibility and Accommodations Supplement](#).

WIDA ACCESS Accessibility and Accommodations Framework Components

Term	Who	Definition	Examples
Modifications	Not allowed during ELP testing.	Adjustments to test presentation, engagement, and response options that would change the construct being measured, creating nonstandard test administration, and altering the interpretation of student test scores. While sometimes allowed during classroom instruction, in testing situations, modifications change what is being measured, create nonstandard test administrations, and have an effect that alters the interpretation of student test scores.	Read-aloud of test items on the Reading domain Oral or written translations of test items into a language other than English signing of test items, passages, and/or response options (answer choices) Use of bilingual word-to-word dictionary Responding to test questions in a language other than English.

Term	Who	Definition	Examples
Accommodations	Accommodations are available only to currently identified ELs with disabilities when listed in their IEP, ILP, or 504 plan, and only when the student requires the accommodation(s) to participate in an assessment meaningfully and appropriately.	Allowable adjustments to the test presentation, response method, timing, and setting in which assessments are administered[1], which reduce construct-irrelevant barriers due to a disability. Accommodations may be embedded and delivered within the online test platform, or non-embedded and delivered locally by a test administrator. These adjustments have the potential likelihood and are meant to reduce construct-irrelevant variance due to disability without providing an unfair advantage to a specific subgroup. Accommodations are intended to provide testing conditions that (a) do not result in changes in what the test measures, (b) provide comparable	Interpreter signs test directions in American Sign Language Manual control of embedded audio Large Print test Scribed response Student uses assistive technology to respond to test items Extended Speaking test response time Extended testing time within a school day

Term	Who	Definition	Examples
		test results to those students who do not receive accommodations, and (c) do not affect the validity and reliability of the interpretation of the scores for their intended purposes.	
Universal Tools[2]	Allowed to all students taking the assessment; assigned based on preference or need.	Selectable embedded features or hand-held instruments used to carry out a particular purpose. Universal tools may either be embedded in the online test or provided to ELs by test administrators for online or paper tests.	Audio aids Highlighter Line guide Color contrast Screen magnifier Notepad Keyboard Shortcuts equivalents
Administrative Considerations	Allowed to any student taking the test, as needed, at the discretion of the testing coordinator (or principal or designee), provided that all security conditions and staffing requirements are met.	Adjustments to the standard test administration considerations described in the Test Administration Manual. These allowable variations provide flexibility to schools and districts in determining the conditions under	Read, repeat, explain, or clarify test directions Individual or small group administration of test in a separate room. Use of familiar school personnel to administer the assessment. Providing frequent supervised breaks. Allowing students to take the assessment in short segments.

Term	Who	Definition	Examples
		which ACCESS can be administered most effectively, provided that all standardized testing and security requirements are met. Some of the items listed here as test administration considerations might be listed in a student's IEP, 504, or ILP to support the provision of accommodations. (Previously, many of these test administration considerations had been limited only to students with disabilities.)	

[1]Other researchers are suggesting new categorizations for accommodations. In the APIP Primer, Russell et al. (2011) have reframed the four categories by which accommodations have been traditionally sorted into three categories: test presentation, engagement, and response options.

[2]In summer 2016, WIDA clarified its framework and adjusted the term accessibility tools to the term universal tools. (The word universal reflects Plain English more effectively than accessibility and aligns well with the common-used term Universal Design for Learning.)

10.1 Recommended Alternate ACCESS for ELs Participation Criteria

Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency.

IEP teams may use the following criteria to determine student eligibility for participation in Alternate ACCESS:

- The student is classified as EL.
- The student has a significant cognitive disability and receives special education services.
- The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- See WIDA Accessibility and Accommodations Supplement for accommodations to the Alternate ACCESS for ELs test (here).

Section 11. Determining Accommodations for Students with Disabilities

IEP, 504, and ILP teams, including parents, must engage in a thoughtful process that determines the necessary accommodations to facilitate the student's access to grade-level instruction and full participation in state and district assessments. **The purpose of this section is to guide team members in selecting appropriate accommodations.** There is a tremendous variance among acceptable accommodations for specific assessments. Be sure to follow specific assessment guidance documents which will list acceptable accommodations.

Accommodations should be selected to provide access to instruction and assessment for students with disabilities and/or limited English proficiency. Access is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessment provided to all students within a public school. Accommodations are provided to "level the playing field." Without accommodations, students with disabilities and/or limited English proficiency may not be able to access grade-level instruction or participate fully on assessments.

Accommodations do not, however, reduce learning expectations and should not give a false picture of what a student knows and can do. Reliance on accommodations should never replace appropriate and rigorous instruction in the content area. **Accommodations should allow the student to access content like their non-disabled peers; they should not be selected solely to improve scores.**

Informed decision-making regarding accommodations is critical for ensuring meaningful participation of students with disabilities and/or limited English proficiency in instruction and assessments. Ideally, accommodations should be the same or similar across classroom instruction, classroom tests, and state and district tests. However, it is important to note that some accommodations are only for use during instruction and cannot be used on state and district assessments. The IEP, 504, or ILP team should clearly distinguish between classroom and state accommodations when making these decisions. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided opportunities to practice without the use of that accommodation.

In order to make effective accommodations decisions, the IEP, 504, or ILP team should gather and review information about the student's present level of academic performance, their functional performance in relation to the curriculum,

and the supports the student requires during instruction and classroom assessment. Team meetings could include discussions about providing the student meaningful and accessible learning opportunities and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

Accommodations are generally grouped into the following categories:

Presentation (e.g., repeat directions, read aloud): allows students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile and visual.
Response (e.g., mark answers in book, use reference aids, point, use of computer): allows students to complete activities assignments and tests in different ways to solve or organize problems using some type of assistive device or organizer.
Timing/Scheduling (e.g., extended time, frequent breaks): increases the allowable length of time to complete a test or assignment and may also change the way the time is organized.
Setting (e.g., study carrel, special lighting, separate room): changes the location in which a test or assignment is given or the conditions of the assessment setting.

11.1 Accommodations vs. Modifications

Accommodations are not the same as modifications. Accommodations change **how** the student is taught or expected to learn. They are intended to reduce or mitigate the effects of a student's disability and/or limited English proficiency; however, accommodations do not reduce learning expectations. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting score, they provide equity and serve to level the playing field for students with disabilities and/or limited English proficiency.

A modification is a change to the content of the standard, which will mean identifying standards that are fundamentally related but also developmentally appropriate. Modifications change **what** the student is taught or expected to learn. While modifications may be required by a few students, consistent use of modifications can increase the gap between achievement of students with disabilities and/or limited English proficiency and the grade-level expectations. Therefore, modifications should only be considered when accommodations are not sufficient to provide the student meaningful access.

11.2 State and Federal Law Regarding Assessment Accommodations

Federal and state law require students who attend public schools to participate in annual testing in specific academic areas and grades outlined in the law, including students with disabilities and/or limited English proficiency. Requiring the inclusion of all students with disabilities and/or limited English proficiency in state and district-wide assessments helps ensure that schools, school districts, and states are held accountable for the achievement of all students. These laws also require students with disabilities (those individuals covered under an IEP or 504 plan), as well as ELs (L or W) with an ILP but not classified as T1-T4, to be provided with appropriate accommodations necessary to participate in these tests.

The use of accommodations which invalidate the intended learning outcome does not give an accurate measure of the student's skills and could result in an invalidation of test scores which would count the student as non-proficient. All IEP, 504, and ILP team members need to be familiar with state policies and guidelines regarding the use of accommodations on state assessments.

Making sound decisions about testing accommodations requires all team members to know:

- The test (content, types of test questions, and testing conditions);
- The state's testing guidelines; and
- The state's accommodation guidelines.

11.3 Selecting Accommodations

All students with disabilities (those with an active IEP or 504 plans) and active (L or W) ELs with an ILP are entitled to the appropriate accommodations that allow them to fully and meaningful participate in state and district testing, as determined by their IEP, 504, or ILP team. The student's IEP, 504, or ILP team determine the accommodations for both instruction and assessments. Accommodations should be annually determined on the basis of the individual student's needs, not on the basis of disability category, grade level, or instructional setting. Once selected, accommodations should be used consistently for instruction and assessment. Each teacher and others responsible for the implementation of the accommodations must be informed of the accommodations that must be provided.

11.4 Determining Accommodations

Determining necessary accommodations should be part of the development of each IEP, 504 plan or ILP. The following questions should be considered in the selection process:

- What are the student's learning strengths and needs?
- How do the student's learning needs affect the achievement of the grade-level content standards?
- What specialized instruction does the student need to achieve the grade-level content standards?

Next, discuss and review the accommodations the student has already been using. Ask the following questions:

- What accommodations is the student regularly using in the classroom and on assessments?
- Has the student been willing to use the accommodation?
- What is the student's perception of how well an accommodation has provided access?
- What are the perceptions of the parents, teachers, and others about how the accommodations appear to have provided access?
- Have there been difficulties administering the necessary accommodations?

The following are questions that IEP, 504, or ILP teams should ask about assessment accommodations:

Is the student using any accommodations during classroom instruction that will not be allowed when taking state or district-wide assessments?

Because of the nature of certain accommodations, they are only allowed for instruction, not testing. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided the opportunities to practice without the use of that accommodation.

Are the assessment accommodations selected allowed for the specific assessment?

There is a tremendous variance among acceptable accommodations for specific assessments. Be sure to follow specific assessment guidance documents which will list acceptable accommodations.

Does the student show a documented need for all selected accommodations?

Research has shown that IEP or 504 Plan teams frequently select accommodations in a bundle, such as extended time and a different setting. However, the student might only need one of these accommodations. The IEP, 504, or ILP team has a responsibility to make sure the student is neither under or over accommodated.

Are all selected accommodations documented in the IEP, 504 plan, or ILP?

The student's active IEP, 504 plan, or ILP should contain documentation for all accommodations that have been selected, for both instruction and assessment. Once documented in the IEP, 504 plan, or ILP, accommodations must be provided. Implementation of accommodations is mandatory, not optional.

Does the student understand how to use the selected assessment accommodations?

Students should have ample time to learn to use the accommodations available to them during assessment. Be sure the student is willing to use the accommodation and has used the accommodation consistently throughout the school year.

Does the school have an advance planning process to ensure the proper implementation of the testing accommodations chosen and documented in my child's IEP, 504 plan, or ILP?

Accommodations are only as effective as their proper implementation. Unfortunately, implementation of accommodations can become difficult on testing days when school employees are stretched. Advance planning for accommodations such as quiet space, readers, or accommodated forms is critical to the ethical administration of assessment accommodations.

11.4.1 Evaluating Accommodations

Evaluating how effective the accommodations are should be an ongoing process; only by closely reviewing the impact of an accommodation can improvements happen. IEP, 504, and ILP teams should determine those accommodation needs annually. The team should review:

- each accommodation and the results of tests when the accommodation was used;
- student's perspective of how well each accommodation is working;
- effective combinations of accommodations; and

- perceptions of teachers, paraprofessionals, and other specialists about how the accommodations appear to be working.

Finally, the team should ensure that accommodations do not lead to inappropriate testing practices such as:

- coaching students during testing;
- editing student work;
- allowing a student to answer fewer questions or reduce the number of responses required;
- giving clues to test answers in any way; and/or
- changing the content by paraphrasing or offering additional information.

For additional guidance in developing appropriate IEPs, please refer to the Special Education Framework.

11.5 Guide to Choosing Accommodations

Guide to Choosing Accommodations

Presentation Accommodations

May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory or cognitive disability.	• Can the student read and understand directions? • Does the student need text routinely read aloud? • Has the student been identified as having a reading disability?	• Large print • Magnification devices • Human reader • Audio tapes • Digital textbooks • Talking materials (calculators, clocks, timers)	• Screen reader • Text to speech • Braille • Visual representations for math

Response Accommodations

May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students with physical, sensory, or learning disabilities (including difficulties with memory sequencing, directionality, alignment, and organization)	• Can the student use a pencil or other writing instrument? • Does the student have a disability that affects his ability to spell? • Does the student have trouble tracking from one page to another and maintaining her place?	• Scribe • Note-takers • Tape recorder • Respond on test booklet • Spelling and grammar devices • Graphic organizers	• Speech to text • Adult transcription

Timing and Scheduling Accommodations

May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students who need more time, cannot concentrate for extended periods, have health-related disabilities, fatigue easily, special diet and/or medication needs	• Can the student work continuously during the entire time allocated for test administration? • Does the student tire easily because of health impairments? • Does the student need shorter working periods and frequent breaks?	• Extended time • Frequent breaks • Multiple testing sessions	• Extended time • Frequent breaks

Setting Accommodations

May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students who are easily distracted in large group settings or concentrate best in small groups	• Do others easily distract the student? • Does the student have trouble staying on task? • Does the student exhibit behaviors that would disrupt other students?	• Change of room or location in room • Earphones or headphones • Study carrels	

Note: This table is a guide for IEP meeting discussion to choose appropriate accommodations; however, it does not override the approved accommodations for any state assessments. Refer to the proper tables to determine accessibility features and allowable accommodations.

Appendix A: Oral Presentation Guidance Document

Oral presentation is an accommodation available to students with an IEP, 504 plan, or ILP, if the IEP, 504 or ILP team determines that oral presentation is required for the student to access the assessment. As a reminder, students should be familiar with the accommodations prior to assessment and typically require the same accommodations to access daily instruction.

Eligibility guidance and qualifying criteria for oral presentation on state assessments can be found in the manual (p.13). This guidance does not address all possible test questions, so test administrators are allowed to generalize from these guidelines when reading aloud other types of test questions. Please note that students receiving the oral presentation accommodation should be tested in an area separate from students that are not eligible for the accommodation.

Guidance for Mathematics

- Abbreviations
    - Most abbreviations may be read aloud as the word or words they represent.
    - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Algebraic Expressions/Equations
    - Variables may be read aloud as the letter not as the word it represents. *Example: d=2r should be read as "d" equal "2" "r", not as diameter equal two times the radius.*
- Other Equations
    - May be read aloud in the same way they are read in the classroom.
- Geometric Symbols
    - May be read aloud the same way they are read in the classroom.
- Graphics
    - Words and numbers in graphics may be read aloud.
- Numerical Expressions
    - Numbers 0-99 may be read as the number, numbers over 100 should be read as individual digits.
- Decimals
    - Decimals in numbers may be read aloud as "point".
- Degrees
    - Read ° symbol aloud as degrees.
- Exponents
    - Exponents to the second or third power may be read aloud as "squared" or "cubed". Exponents greater than 3, should be read as "to the nth

power".

- Fractions
    - May be read as "[Expression] over [Expression].

- Functional Expressions
    - May be read aloud as "f of ___".
- Money
    - May be read aloud in terms of appropriate denominations.
- Ordered Pairs
    - Coordinates may be read aloud as individual numbers without parentheses or comma.
- Parentheses and Brackets
    - May not be read aloud.
- Ratios
    - Ratio symbol (:) may be read as "to".
- Subscripts
    - May be read aloud as numbers when used with variables.
      Example: H_2O should be read as "H 2 O"
- Symbols
    - May be read as the word or words they commonly represent
    - Do not read <,>, or equal; replace with "symbol"

Guidance for English/Language Arts

- Abbreviations
    - Abbreviations may be read aloud as the word or words they represent.
    - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Numbers
    - May be read aloud as they are in the classroom.
- Graphics
    - Words and numbers may be read aloud.
    - Do NOT describe any part of the graphic that may interpret information for students.
    - For students with a visual impairment, you may read the provided alternate text.
- Verbatim Text
    - Read the text as it appears in passages and questions verbatim.
    - Do NOT give emphasis for italicized text.
    - Emphasis may be given to boldface words.
    - Move from top to bottom, left to right.

Guidance for Social Studies

- Abbreviations
  - Abbreviations may be read aloud as the word or words they represent.
  - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Dates
  - B.C. or A.D. or similar designation may be read as letters.
  - Read as phrases.
- Dashes
  - May be read as "to" or "through".
- Decimals
  - May be read as point.
- Graphics
  - Words and numbers may be read aloud.
  - Do NOT describe any part of the graphic that may interpret information for students.
  - Move from top to bottom, left to right.
- Percentages
  - Read % symbol as percent.
- Roman Numerals
  - Read as the number they represent.
- Text Boxes
  - Read aloud in its entirety, including the attribute line.

Guidelines for Science

- Abbreviations
  - Abbreviations may be read aloud as the word or words they represent.
  - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Equations and Scientific Expressions
  - Equations, formulas, and scientific expression may be read as they are read in the classroom.
- Capital and Lowercase Letters
  - No emphasis needed when reading chemical formulas.
  - Make distinction when reading genotypes.
- Graphics
  - Words and numbers may be read aloud.
  - Do NOT read any information that may interpret information for students.
  - Move from top to bottom, left to right.

- Numerical Expressions
- Dashes
  - Read as "to" or "through" depending on context.
- Dates
  - Read as phrases not individual digits.
- Decimals
  - Read aloud as "point".
- Degrees
  - Read ° symbol aloud as degrees.
- Exponents
  - Exponents to the second or third power may be read aloud as "squared" or "cubed". Exponents greater than 3, should be read as "to the nth power".
- Percentages
  - Read the % symbol as percent.
- Roman Numerals
  - Read aloud as the number they represent.

Appendix B: TCAP Calculator Guidance for Grades 3-EOC

The TCAP Calculator Policy is based on two concepts:

1. Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively.
2. In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, the math assessment will include both calculator- permitted subparts and calculator-prohibited subparts.

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the types of questions on the calculator-prohibited section of TCAP can be found here.

Rationale

Calculator functionalities should align with the mathematics in each grade band.

In grades 3-5 mathematics, our state standards focus on solidifying a student's computational fluency with whole numbers. Students are also developing an understanding of fractions and beginning the process of developing computational fluency with fractions. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 3-5 will be allowed a four-function calculator, which does not include any of the prohibited functionalities, such as fractions, on the calculator-permitted subparts.

In grades 6-8 mathematics, our state standards focus on solidifying a student's computational fluency with rational numbers. Students are also developing an understanding of linear graphing. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 6-8 will be allowed a four-function or scientific calculator, which does not include any of the prohibited functionalities, such as linear graphing, on the calculator-permitted subparts.

In high school mathematics, our state standards focus on solidifying a student's ability to connect multiple representations for course-appropriate function types. Students are also developing an understanding of solving multiple types of algebraic equations. Students should not have calculator functionalities available to them for

concepts that are in the developmental stage. Students in end-of-course (EOC) mathematics will be allowed a four-function, scientific, or graphing calculator, which does not include any of the prohibited functionalities, on the calculator-permitted subparts.

Students should have the opportunity to interact with technology and the opportunity to demonstrate critical thinking and problem solving with the aid of a calculator. However, in order to provide an equitable assessment experience for all Tennessee students, the type of calculator used by students should be consistent in functionality.

Test Administration Guidelines

- It is the responsibility of the test administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.
- A student may use any grade band-specific permitted calculator on the calculator- permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator- permitted subparts.

Handheld Calculator Types

Below are guidelines of permitted and prohibited calculators and functionalities for each grade band. Please note that the guidelines for each grade band are in addition to those for all grades.

This is not an exhaustive list of calculator types, and students should be familiar with particular functions at the appropriate grade level. Calculator apps on a smart device (iPad, phone, etc.) are not allowed.

All Grades	Permitted	Prohibited
Calculators	- Casio HS 4 Basic - Sharp ELSI Mate EL-2405A - TI-108	- Casio CFX-9970 - HP-40G - TI-89 - TI-NSpire (CAS version)
Functionalities	- Addition - Subtraction - Multiplication	Any calculator with CAS (computer algebra system) capabilities (including any

		program or application)
• Division • Square root (√xx) • %		• Wireless communication capability • QWERTY keyboard • Cell phones, tablets, iPads, etc.

Grades 3-5	**Permitted**	**Prohibited**
Calculators	See All Grades	• Casio FX260 • Sharp EL344RB • TI-15 • TI-30XA • TI-30IIS • TI-34 • TI-84 plus family • TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)
Functionalities	See All Grades	• Fraction manipulation • Fraction to decimal conversions/decimal to fraction conversions • Square Key (x2 or xy) • Pi (π) • Graphing capability • Data entry • Matrices • Regression • Trigonometric functions • (sine, cosine, tangent) • Logarithm (log and/or ln) and exponential functions (ax and/or ex)

Grades 6-8	Permitted	Prohibited
Calculators	• Casio FX260 • Sharp EL344RB • TI-15 • TI-30XA • TI-30IIS • TI-34	• TI-84 plus family • TI-NSpire • (non-CAS) and TI-NSpire-CX (non-CAS)
Functionalities	• Fraction manipulation • Square Key (x2 or xy) • Pi (π) • Trigonometric functions • (sine, cosine, tangent)	• Graphing capability • Matrices • Regression

EOC	Permitted	Prohibited
Calculators	• Casio FX260 • Sharp EL344RB • TI-15 • TI-30XA • TI-30IIS • TI-34 • TI-84 plus family • TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)	See All Grades
Functionalities	• Fraction manipulation • Graphing capability • Data entry • Square Key (x2 or xy) • Pi (π) • Trigonometric functions • (sine, cosine, tangent) • Matrices • Regression	See All Grades

Appendix C: WIDA ACCESS Accommodations Checklist

Student:	Student ID:	Date:
Grade:	Recommended test administration (check state policy): Online? Paper?	Team Members:
School:	District:	Completed by:

Accommodation	ACCESS Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information.
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM) Must have state approval.					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended Testing Time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen. This is for non-readers.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears on screen. This is for non-readers.

Accommodation	ACCESS Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information.
	Listening	Reading	Speaking	Writing	
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual Control of Item Audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat Item Audio (RA)		No			Listening Audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed Response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.

Accommodation	ACCESS Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information.
	Listening	Reading	Speaking	Writing	
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

Refer to the *Supplemental Guidance for the Identification and Assessment of English Learners with a Visual or Hearing Impairment* for more information.