



# Accommodations Supplement for *LAS Links*<sup>®</sup> Assessments



# TABLE OF CONTENTS

<b>Purpose of This Supplement</b> . . . . .	<b>4</b>
Role of Professional Standards . . . . .	4
What Are Assessment Accommodations? . . . . .	4
Assessment Universal Tools, Designated Supports, and Accommodations . . . . .	5
Universal Tools . . . . .	5
Designated Supports . . . . .	5
Accommodations . . . . .	6
Print-Based Administration . . . . .	6
Online Administration . . . . .	6
Planning for the Use of Assessment Accommodations . . . . .	7
Instructions for Initiating and Documenting Accommodations and Designated Supports . . . . .	7
Multiple Student Upload (MSU) File . . . . .	7
The Student-Identifying Information Grid . . . . .	9
Adding/Editing Student Data Post-Testing . . . . .	10
References . . . . .	11

## PURPOSE OF THIS SUPPLEMENT

This supplement provides the information needed to accurately record the testing accommodations for students who use accommodations with *LAS Links* assessments. Additionally, this supplement shows how to record the accommodations in the Multiple Student Upload (MSU) file for online or print-based administration and on the Student-Identifying Information Grids in the test books when necessary.

This supplement must be used in combination with the appropriate Examiner's Guide at each grade band for print-based administration and the Test Administration Manual (TAM) for online administration. Test Coordinators, teachers, and others who will coordinate or administer assessments for students who use accommodations must become thoroughly familiar with the appropriate Examiner's Guides, the TAM, and this supplement.

## Role of Professional Standards

Data Recognition Corporation (DRC) strictly adheres to the accessibility and fairness standards in the American Educational Research Association (AERA), American Psychological Association, and National Council on Measurement in Education's *Standards for Educational and Psychological Testing* (hereafter referred to as "the *Standards*"). The *Standards* require that "where appropriate and feasible," test accommodations should be made available to examinees "to remove construct-irrelevant barriers that otherwise would interfere with examinees' ability to demonstrate their standing on the target constructs (p. 67)."

Further, the *Standards* require documentation of the "standard provisions for using the accommodation and for monitoring the appropriate implementation of the accommodation." Therefore, DRC recommends that this supplement be used in conjunction with US, state, and local educational authority policies and procedures that regulate how specific accommodations are determined for individual students and how test users demonstrate that students are afforded full access to the accommodations that DRC makes available to *LAS Links* examinees. The assignment of accommodations and other designated supports should follow expert judgments regarding the specific accommodations that are allowed for individual students in their Individualized Education Program (IEP)/Student Success Plan (SSP), 504 Plan, or English Learner/Multilingual Learner (EL/ML) classification.

## What Are Assessment Accommodations?

Assessment accommodations are changes in procedures or materials that increase equitable access during an assessment. These accommodations change how a student is tested. They do not change what a test measures and do not change the validity of the results.

Providing appropriate testing accommodations removes barriers that would otherwise prevent students from demonstrating their knowledge and skills. Students with accommodations are required to take the same assessment and reach the same level of proficiency as their peers.

Assessment accommodations must be used in accordance with state and/or district policy. If a student has an IEP/SSP or 504 Plan, the use of accommodations must be consistent with it. Any accommodation that a student uses during *LAS Links* testing should be consistent with the accommodations the student normally uses in the classroom.

## **Assessment Universal Tools, Designated Supports, and Accommodations**

There are three types of student accessibility features for *LAS Links* assessments: universal tools, designated supports, and accommodations.

### **Universal Tools**

Universal tools are online tools that are available to all students and are “on for all,” meaning they are available by default and are not required to be pre-marked in the DRC INSIGHT Portal, the Student-Identifying Information Grid, or the MSU file. For *LAS Links*, the following universal tools are available:

- Pointer
- Cross-Off
- Highlighter
- Sticky Notes
- Magnifier
- Line Guide
- Mark for Review/Flag (Reading and Writing)
- Color Choices
- Color Contrast
- Reverse Contrast
- Masking

### **Designated Supports**

Designated supports for students are locally approved. These supports result from the identification of a need or needs by the student’s educator or team.

These supports are school/district provided and do not need to be identified in the MSU. However, schools/districts may choose to document such supports in the MSU and/or the Student-Identifying Information Grid via the use of special codes (K–T).

## Accommodations

Accommodations provide changes to the format of a test (e.g., large print or braille), the administration procedure, the student response method (e.g., communication device), or the setting (e.g., small group, special lighting).

It is not the purpose of this supplement to recommend specific accommodations that might be appropriate for individual students. Designated school professionals, typically the student's IEP/SSP team or other instructional team, must determine appropriate accommodations on an individual basis. There should be a clearly articulated purpose for using any accommodation based on the student's current level of functioning, learning characteristics, and individual needs. State and/or district policy must always dictate the specific determination and implementation of accommodations.

As noted above, assessment accommodations are determined by the student's educator or team and should be implemented as such.

## Print-Based Administration

The following assessment accommodations are available for print-based administration. Students are not limited to this list, and any accommodations not included in these options can be recorded as Other.

- Braille
- Large Print
- Manipulating Test Materials
- Read Aloud
- Scribe
- Sign Language
- Other

## Online Administration

The following assessment accommodations are available for online administration. Students are not limited to this list, and any accommodations not included in these options can be recorded as Other.

- Manipulating Test Materials
- Read Aloud
- Scribe
- Sign Language
- Text To Speech (TTS) for Reading and Writing subtests
- Other

NOTE: TTS changes the way the assessment is provided to the student. The other accommodations are provided outside the online interface but may be tracked within the interface.

If there are any other accommodations that a school/district would like to track, they may use the program-defined special codes K–T on the Multiple Student Upload (MSU) file through DRC INSIGHT, the INSIGHT User Interface (UI) on the demographics tab, or the Student-Identifying Information Grid. Again, these accommodations are optional, based on local decisions, and implemented by the school/district.

## **Planning for the Use of Assessment Accommodations**

It is important to plan carefully for students who will use accommodations. This planning will help ensure the following:

- Students can use the specified accommodations efficiently and without interruptions.
- Students using accommodations are not singled out or unduly distracted.
- Other students are not distracted by students using accommodations.

For example, if a student will need to have the test read aloud (Read Aloud), be sure that the Test Administrator is familiar with the test directions, that there is an individual, reserved space available, and that the test administrator and the student have a clearly established method for communicating with each other during the assessment.

Also, try to determine which students might be grouped together for testing. Consider the accommodations that students in your class, school, or district will be using to ensure the most efficient test administration.

## **Instructions for Initiating and Documenting Accommodations and Designated Supports**

### **Multiple Student Upload (MSU) File**

The MSU file allows the simultaneous upload of multiple students' identifying information for online testing. Demographic information and designated supports are captured at the local level. School- or district-specific programs not listed can be added to the Special Code section at local discretion.

- Program Participation—The file will accept “yes,” “no,” or “blank” for the options below.
  - Academic English Learner—Student participates in a school- or district-defined program for academic English language development.
  - Dual Language Learner—Student attends a bilingual education program in which the student is learning literacy and content in two languages.
  - English Learner/Multilingual Learner (ESEA Title III)—Student is classified as having English Learner (EL) or Multilingual Learner (ML) status (ESEA Title III) or similar classification based on local naming conventions.
  - ESEA Title I—Student is in a school-wide Title I program or receives targeted assistance funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
  - Gifted and Talented—Student receives Gifted and Talented support services, as defined by your location.
  - Indian Education—Student identifies as Native American and/or Alaska Native on the district’s race/ethnicity forms and/or indicates that a grandparent or parent has a Native American tribal affiliation on the Home Language Survey. Indian Education students do not require documented tribal affiliation for Title III eligibility.
  - Migrant Education—Student has a parent or guardian who is a migratory worker who moves within and/or out of the country for the purpose of pursuing employment.
  - MTSS/RTI—Your program uses/will use *LAS Links* data to inform MultiTiered Systems of Support/Response to Intervention (MTSS/RTI) decisions designed to support student language learning.
  - Newcomer—Student was born outside the United States and recently arrived in this country. Local definitions may indicate the length of time during which a student is considered a newcomer.
  - World Language Program—Student is learning a non-native language outside an environment where it is commonly spoken.
- Special Education—The file will accept “yes,” “no,” or “blank” for the options below.
  - IEP—Populate if the student has an Individual Education Plan.
  - 504—Populate if the student has a 504 Plan.
- Special Codes—The file will accept “0–9” or “blank” for the columns below.
  - In this section, the column headings are K, L, M, N, O, P, Q, R, S, and T. A school/district may determine what each of these codes represents. This may be the section where a school/district decides to identify certain accommodations or designated supports.



## Student-Identifying Information Grid (Paper/Pencil Only)

The Student-Identifying Information Grid, on which student demographic information is bubbled, may also be used to capture additional accommodations or designated supports at the local level. The Program Participation and Accommodations sections of the Student-Identifying Information Grid are required. School- or district-specific programs not listed in the grid can be added to the Program-Defined Special Codes section at local discretion.

### The Student-Identifying Information Grid

- Program Participation (required)—On the Student-Identifying Information Grid, fill in the circles that apply.
  - Academic English Learner—Student participates in a school- or district-defined program for academic English language development.
  - Dual Language Learner—Student attends a bilingual education program in which the student is learning literacy and content in two languages.
  - English Learner/Multilingual Learner (ESEA Title III)—Student is classified as having English Learner (EL) or Multilingual Learner (ML) status (ESEA Title III) or similar classification.
  - ESEA Title I—Student is in a school-wide Title I program or receives targeted assistance funded by Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA).
  - Gifted and Talented—Student receives Gifted and Talented support services, as defined by your location.
  - Indian Education—Student identifies as Native American and/or Alaska Native on the district’s race/ethnicity forms and/or indicates that a grandparent or parent has a Native American tribal affiliation on the Home Language Survey. Indian Education students do not require documented tribal affiliation for Title III eligibility.
  - Migrant Education—Student has a parent or guardian who is a migratory worker who moves within and/or out of the country for the purpose of pursuing employment.
  - MTSS/RTI—Your program uses/will use *LAS Links* data to inform MTSS/RTI decisions designed to support student language learning.
  - Newcomer—Student was born outside the United States and recently arrived in this country. Local definitions may indicate the length of time during which a student is considered a newcomer.
  - World Language Program—Student is learning a non-native language outside an environment where it is commonly spoken.

- Special Education (required)—On the Student-Identifying Information Grid, fill in the circles that apply.
  - IEP—Fill in this circle if the student has an Individual Education Plan.
  - 504—Fill in this circle if the student has a 504 Plan.
- Accommodations (required)—On the Student-Identifying Information Grid, fill in the circles that apply.
  - Braille
  - Large Print
  - Manipulating Test Materials
  - Read Aloud
  - Scribe
  - Sign Language
  - Other
- Program-Defined Special Codes (optional)—On the Student-Identifying Information Grid, fill in the circles that apply.
  - In this section, the column headings are K, L, M, N, O, P, Q, R, S, and T. A school/district may determine what each of these codes represents. This may be the section where a school/district decides to identify certain accommodations or designated supports.

## **Adding/Editing Student Data Post-Testing**

If student profile information, including accommodations, needs to be added post-testing, please refer to the Student Management section of the DRC INSIGHT Portal User Guide for *LAS Links*. This guide is available on the Portal in the Documents section under General Information.

## References

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*.

