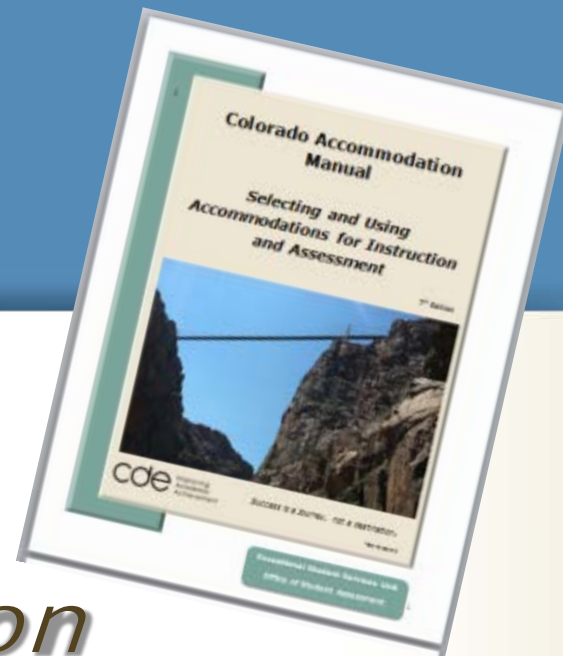


# Welcome!

*Colorado Department of Education  
Exceptional Student Services Unit*

Overview of the 2013-14  
***Building Bridges for the Future***

## ***Colorado Accommodation Manual Part I***



***Section I Guidance  
Section II Five-Step  
Process***

# CDE Contacts

## Instructional Accommodations

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# Who Needs Training About Accommodations?

## ■ Develop District Training Plan

- Administrators
- Classroom Teachers
- Related Service Personnel
- Paraprofessionals
- Campus support staff
- Parents

# Colorado Accommodation Manual Guidance applies to....

- Any student with a documented need, including students with a disability who are served under **Section 504 of the Rehabilitation Act of 1973**, and students who are eligible to receive special education services under the **Individuals with Disabilities Education Improvement Act 2004 - IDEA**

# Who will use the manual?



Formal plans may include, but are not limited to:

- English Language Acquisition Plan
- Individual Literacy Plan
- RtI Plan
- Advanced Learning Plan
- School or district document kept in the student's cumulative record
- Section 504 Plan / Individual Accommodation Plan
- Individualized Education Program IEP

Various types of **educational teams** may be assembled to consider a student's educational needs.

The role of the team is to thoughtfully determine and document appropriate accommodations needed to access instruction and assessment.

All decisions will be made and documented in a formal educational plan according to applicable local, state and federal guidelines

# Who will use the manual?



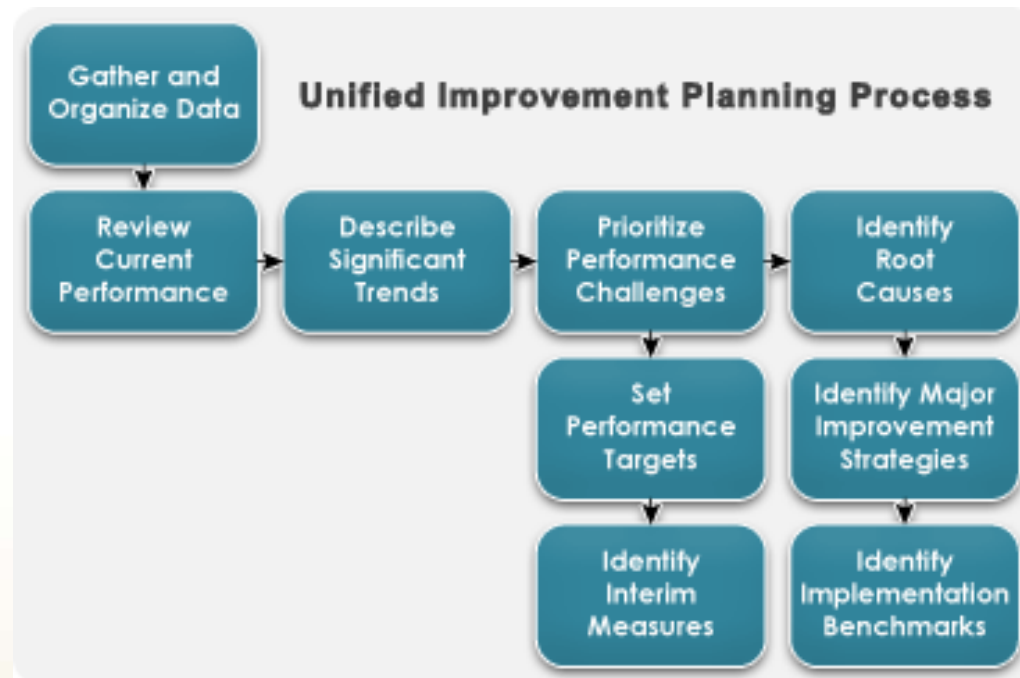
# Why should teachers use the manual?



Measuring our progress is not only required legally, but....

Implementing the use of accommodations with fidelity is **Best Practice**, which will lead to...

# Compliance & School Improvement



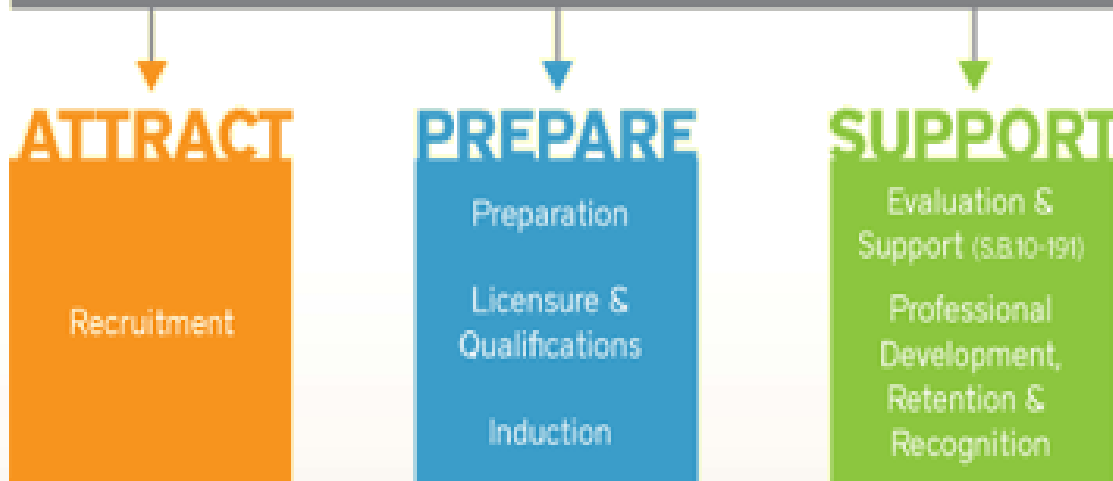


# Improved Educator Effectiveness



## EFFECTIVE EDUCATORS IN COLORADO

Every student has effective teachers and school leaders





# Improved Student Performance

# New Features

## Cover – *Building Bridges for the Future*

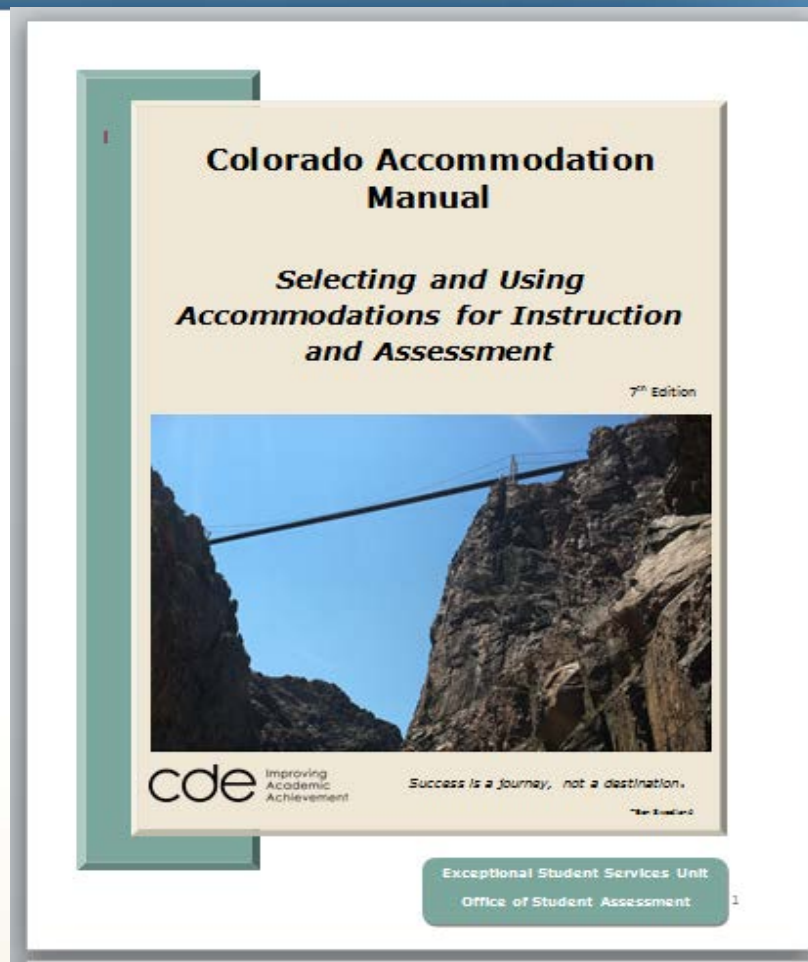
### ➤ Section 1: Guidance

➤ Revised Participation Guidelines for Alternate Instruction and Assessment

➤ Companion Document

### ➤ Section 2: The Five-Step Process

➤ Document Technology Considerations for PARCC (New Section IV)



# Purpose of the Accommodation Manual

1. Provide **decision-making guidance** for all types of educational teams
2. **Participation Guidelines for Alternate Standards for Instruction and Assessment**
3. **Instructional adaptations**
4. Accommodations for **state summative assessments**

# Features

**Navigation** – the manual is formatted to be read online

- Each section can be accessed independently
- Section headings are bookmarked to specific sections in the document

**Manual** will be posted soon!

# Part I – Instructional Accommodations

## August 22<sup>nd</sup> Webinar:

- Section 1    **Guidance**
- Section II    **The Five-Step Process**

## August 29th Webinar:

- Section III    **Tools**
- Section IV    **Technology**

# Part II –Accommodations for State Assessment

## Part 2: Accommodations for State Assessment

### September 5<sup>th</sup> Webinar:

- **Section V**      **Policies and Procedures**
- **Section VI**     **Accommodations for Use on TCAP**
- **Section VII**    **Accommodations for Use on CoAlt (Current and New)**

### September 12th Webinar:

- **Section VIII**    **Accommodations for ACCESS for ELLS and Alternate ACCESS**
- **Section IX**     **Accommodations for Science and Social Studies**

# Instructional Accommodations

## Section I: Guidance



# Section I

- **Responsibilities of Educational Teams**
  - Documenting decisions in the Educational Plan
- **Guidelines for Determining Eligibility for Accommodations**
  - Culturally and/or Linguistically Diverse Learners
  - Students Identified as Gifted and Talented Who Also Have a Disability
  - Students with a Disability Served Under Section 504
  - Special Education Disability Categories
- **Determining Academic Standard for Instruction and Assessment**
  - Participation Guidelines Worksheet and Companion Document
- **Federal and State Laws**



# Alternate Academic Achievement Standards and Alternate Assessment



## Participation Guidelines Worksheet

Notice the change of title:

Alternate Standards and Assessment ~~Eligibility Criteria~~ Worksheet

To new title:

Alternate Academic Achievement Standards and Alternate Assessment  
**Participation Guidelines** Worksheet

# Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Companion Document

## *Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment*

*This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.*



### *Evaluation and Determination of Eligibility for Special Education*

Upon referral for special education services, the school district will use “a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent...” to build the body of evidence to define a student’s characteristics as a learner. The IEP Team will review the evaluation data and follow the Determination of Eligibility Checklists to document the student’s eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented. (20 U.S.C. 1414(b)(2)(A). [http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp))

### *Cognitive Disability*

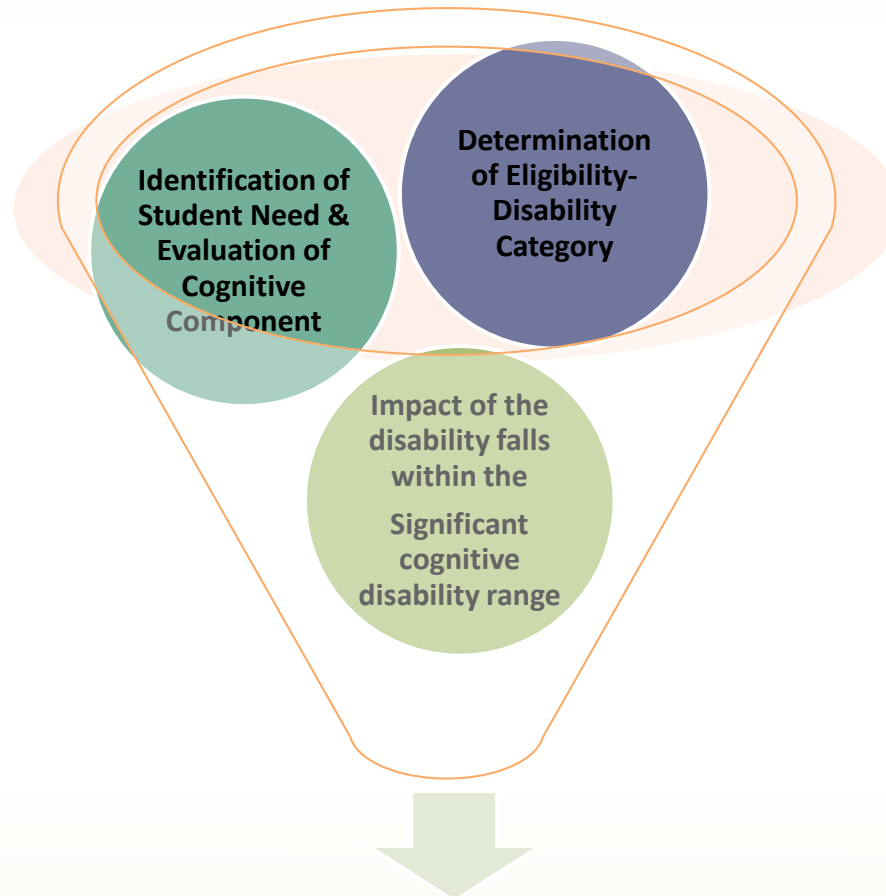
As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student’s needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

### *Significant Cognitive Disability*

While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that **alternate achievement standards are intended for “...students with the most significant cognitive disabilities.”** (p.6) there is no federal definition or single method of determining if a student has a “significant cognitive disability” <http://www2.ed.gov/policy/elsec/ GUID/altguidance.pdf>

*Will be Available  
in  
Booklet format  
also*

# Special Education Eligibility → Alternate standards and assessment



# Participation Guidelines Worksheet

\* For further clarification of terms used in this worksheet, please refer to the companion document  
*Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment*

## Criterion #1:

The student has been evaluated and determined to be eligible to receive special education services and has an IEP.

## Response:

☐ Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

☐ Has a current Individualized Education Program (IEP) been developed for the student?

☐ **No. Stop here.** The student must meet Special Education *Determination of Eligibility* criteria in one or more disability categories defined in ECEA Rules  
[http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp)

☐ **Yes.** If both elements can be affirmed, **continue to Criterion #2.**

# Participation Guidelines Worksheet

## Criterion #2:

The student has documented evidence of a cognitive disability.

Response:

☐ During the process of determining eligibility for a student, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?

☐ **No. Stop here.** The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.

☐ **Yes.** Empirical evidence of a cognitive disability is documented in the IEP. **Continue to Criterion #3.**

<p><b>Criterion #3:</b> <b>The student has a <u>significant</u> cognitive disability.</b></p>	<p><b>Response:</b></p>
<p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are <b>significantly below age expectations, even with program modifications, adaptations and accommodations</b> <u>and</u></p> <p><input type="checkbox"/> <u>the</u> School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a <b>significant cognitive disability*</b>.</p> <p><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> <b>No.</b> The documented evidence supporting the existence of a cognitive disability <b>does not fall into the "significant cognitive disability" range.</b> With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards. <b>Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</b></p> <p><input type="checkbox"/> <b>No.</b> The documented evidence supporting the existence of a cognitive disability <b>does not fall into the "significant cognitive disability" range.</b> <b>However,</b> the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards. <b>Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</b></p> <p><input type="checkbox"/> <b>Yes.</b> Both elements affirm that the student meets the qualifications as a student with a <b>significant cognitive disability.</b> The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments.</p> <p>Daily modified instruction is linked to the enrolled grade level <b>Colorado Academic Standards Extended Evidence Outcomes (EEOs).</b> For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals <b>and</b> objectives for content areas.</p>

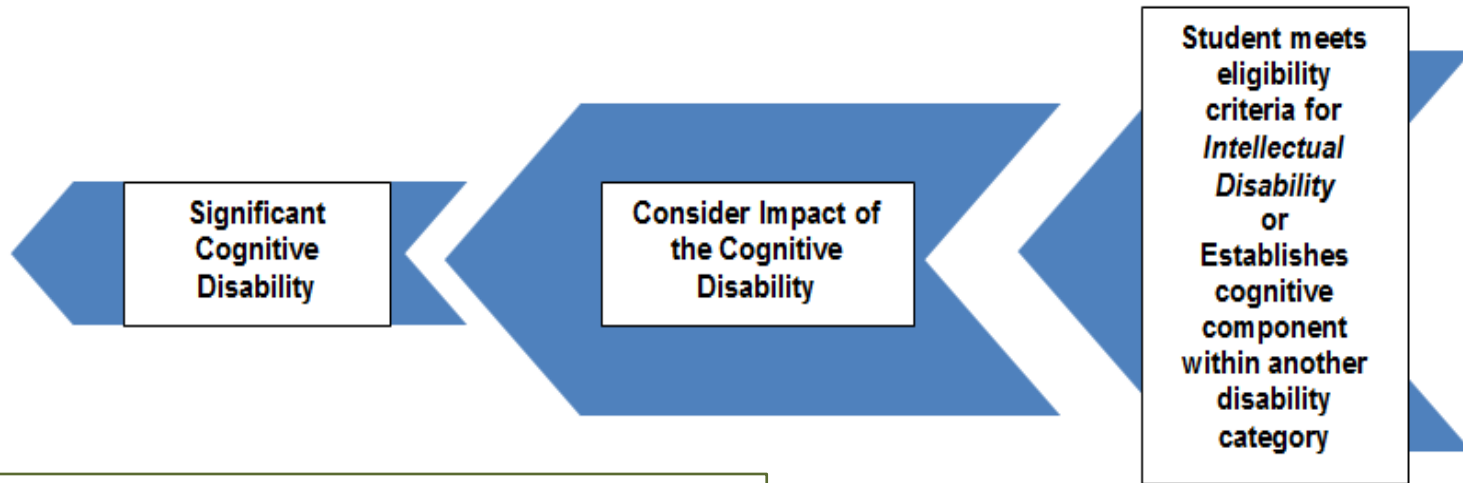
# Companion Document

- **Significant Cognitive Disability**
- While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that alternate achievement standards are intended for “...students with the most significant cognitive disabilities.” (p.6) there is no federal definition or single method of determining if a student has a “significant cognitive disability” <http://www2.ed.gov/policy/elsec/guid/altguidance.pdf>
- 
- Since the impact of having an intellectual or cognitive disability varies considerably, just as the range of abilities varies considerably among all people, the designation of “the most significant cognitive disability” is left to the professional judgment of the school psychologist and other professionals contributing to the body of evidence gathered during the evaluation and considered by the IEP Team. **Generally, such students can be characterized as having intellectual functioning well below average (typically associated with cognitive measures indicating an IQ below 55, / 3.0 standard deviations or more below the mean) that exists concurrently with deficits in adaptive functioning. This reference is offered to help distinguish between students who meet eligibility criteria to receive special education services as a student with an Intellectual Disability and students with a significant cognitive disability.**
- **The words “typically associated with IQ below 55” allow for some district/school flexibility; it is not intended to be an absolute requirement. For students with IQ measured in the 55-70 range, additional factors related to the impact of the disability must be taken into account.**

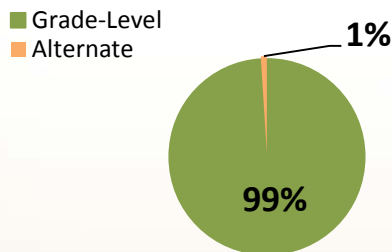


<p><b>Criterion #3:</b> <b>The student has a <u>significant</u> cognitive disability.</b></p>	<p><b>Response:</b></p>
<p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are <b>significantly below age expectations, even with program modifications, adaptations and accommodations</b> <u>and</u></p> <p><input type="checkbox"/> <u>the</u> School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a <b>significant cognitive disability*</b>.</p> <p><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> <b>No.</b> The documented evidence supporting the existence of a cognitive disability <b>does not fall into the "significant cognitive disability" range.</b> With appropriate adaptations (supports and accommodations), the student receives daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. The student does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards. <b>Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</b></p> <p><input type="checkbox"/> <b>No.</b> The documented evidence supporting the existence of a cognitive disability <b>does not fall into the "significant cognitive disability" range.</b> <b>However,</b> the IEP Team has considered the impact of the disability and other related factors in order to determine that the student qualifies to receive daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards. <b>Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</b></p> <p><input type="checkbox"/> <b>Yes.</b> Both elements affirm that the student meets the qualifications as a student with a <b>significant cognitive disability.</b> The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments.</p> <p>Daily modified instruction is linked to the enrolled grade level <b>Colorado Academic Standards Extended Evidence Outcomes (EEOs).</b> For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals <b>and</b> objectives for content areas.</p>

# Participation Guidelines Worksheet




## Standards and Assessment



*It is the existence of the significant cognitive disability, regardless of special education eligibility category, that allows the IEP Team to consider the option of alternate standards and assessment.*

# Participation Guidelines Worksheet

Tested Content Areas	<b>4A</b> <b>Instruction and Assessment based on Grade-Level Academic Achievement Standards</b> (Grade-level Expectations / Evidence Outcomes)	<b>4B</b> <b>Instruction based on Extended Evidence Outcomes (EEOs) and Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)</b>
Reading Writing  Math  Science  Social Studies	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation  <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> nonstandard request- approved by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards  <input type="checkbox"/> Alternate State Summative Assessments  <small>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.</small>
Dual Assessment	Typically, if a student meets participation guidelines for alternate standards for instruction, the alternate assessment will be taken for all content areas tested in the student's enrolled grade level. However, in a few rare instances, a student may demonstrate specific academic strength in a particular content area. The IEP Team may determine that a student receive grade-level instruction and participate in grade-level assessment in one or more content areas, but receive instruction under alternate standards and take an alternate assessment in another content area. In such cases, a <b>Request for Dual Assessment</b> form must be submitted to the CDE Assessment Unit. (See Assessment Appendix in the Colorado Accommodation Manual)	
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations  <input type="checkbox"/> Colorado ACT <input type="checkbox"/> with allowable accommodations for use on the ACT assessment	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12)  <input type="checkbox"/> 11 <sup>th</sup> Grade Alternate Assessment for Colorado ACT  <div style="text-align: right;">  </div>

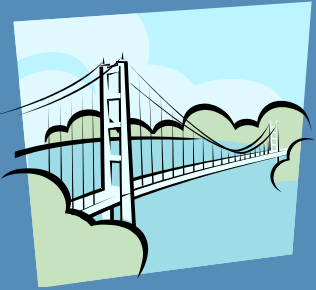
# Questions?



# Instructional Accommodations

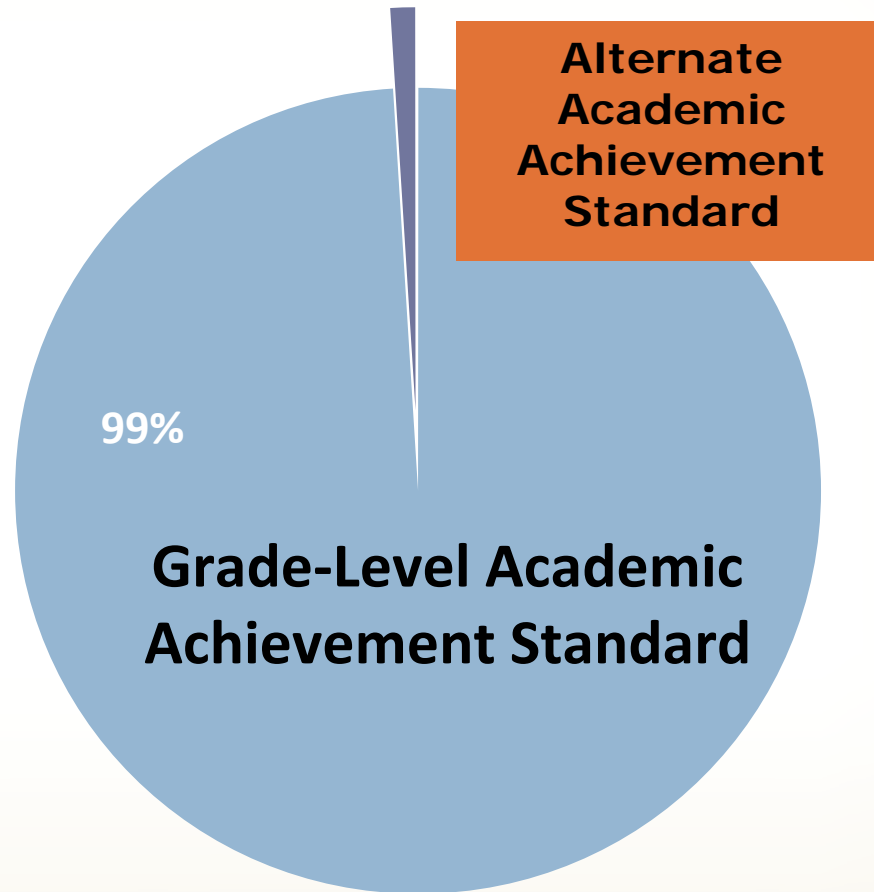
## Section II: The Five-Step Process for Selection, Implementation and Evaluation of Instructional Accommodations

# Colorado Academic Standards with Extended Evidence Outcomes



## Step 1

Expect all  
students to  
achieve  
standards-based  
instruction



# Standards-Based Instruction



Colorado  
Academic  
Standards

Colorado English Language  
Proficiency Standards

Common Core Standards

21<sup>st</sup> Century Learner Skills

Post-Secondary Workforce  
Readiness

Grade-level Skills &  
Evidence Outcomes

**In Colorado, “all” means “all” learners....**

For students receiving instruction on alternate standards, measurable goals and objectives are required in the IEP

# Extended Evidence Outcomes (EEOs)

- Extended Evidence Outcomes Adopted August 3, 2011 On August 3, 2011, the State Board of Education unanimously adopted the EEO. EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.
- Mathematics with EEOs
- Reading, Writing and Communicating with EEOs
- Science with EEOs
- Social Studies with EEOs



# Colorado Accommodation Manual

## Description of Accommodation Categories

- ❖ Presentation
- ❖ Response
- ❖ Setting and Environment
- ❖ Timing and Scheduling



## Step 2

Learn about  
accommodations  
for instruction and  
assessment

# Documentation Tools

Selection Process Considerations	Accommodation Selection Tools
Student Characteristics as a Learner	Student Characteristics Charts
Frequently Used Accommodations Arranged by Disability-Specific Categories	Tables A-N
Selecting, implementing and evaluating accommodations for Instruction	Glossary of Instructional Accommodations Chart
Documenting Accommodations	IEP: Instructional & Assessment

## Step 3

Select and document accommodations based on the learning needs of an individual student

# Using Accommodations During Instruction



## Step 4

Implement accommodations during instruction and assessment

Student Characteristics	YES	Refer to Tables A-N for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	<input type="checkbox"/>	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	<input type="checkbox"/>	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	<input type="checkbox"/>	Go to Table C or H
4. Does the student have difficulty with expressive or receptive communication?	<input type="checkbox"/>	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	<input type="checkbox"/>	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	<input type="checkbox"/>	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	<input type="checkbox"/>	Go to Table C, H or F
8. Does the student have mathematics-related impairment?	<input type="checkbox"/>	Go to Table G

# Tables A-N

**Table A. Student Characteristic: Visual Impairment, Including Blindness**

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for a visual impairment, visual processing disorder, or print disability*
<p>Presentation</p>       <p>Resources: Colorado Center for the Blind <a href="http://www.cocenter.org">www.cocenter.org</a></p> <p>American Council of the Blind of Colorado <a href="http://www.acbco.org">www.acbco.org</a></p> <p>National Federation of the Blind, Colorado Chapter <a href="http://www.nfbco.org">www.nfbco.org</a></p>	<ul style="list-style-type: none"> <li>• Large print; enlarge with photocopy machine to recommended font size</li> <li>☞ Hand held magnification devices</li> <li>☞ Braille notetaker</li> <li>☞ Refreshable Braille displays</li> <li>☞ Computer magnification</li> <li>☞ Black and white print; black or white on high contrast screen</li> <li>• Color contrasting</li> <li>• Increased white space</li> <li>• Use easy-to-read sans serif font such as Verdana, Arial, or Calibri</li> <li>• Abacus</li> <li>☞ Closed Circuit TV (CCTV)/video magnification</li> <li>• Braille</li> <li>• Read aloud/oral presentation</li> <li>☞ Recordings for the Blind and dyslexic</li> <li>☞ Recorded books, Mp3 players, other electronic reading devices; descriptive video</li> <li>☞ Screen reader programs</li> </ul>

# Glossary of Instructional Accommodations Chart

modations	<b>Audio Description of Images</b> Audio description can provide access to complex images and graphics for students with visual and print disabilities. For specific information on how best to use audio description; please go to: <a href="http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction">http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced/guidelines-for-describing-imag#Introduction</a>
	<b>Read Aloud (Oral Presentation)</b> A qualified person may be provided to read aloud to students who are unable to decode text visually. Readers should use an even tone and inflection so the student can process the information. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur effectively when a person is reading to an entire group of students.
	<b>Teacher-Read Directions</b> A trained, qualified person may be provided to students who require all directions to be read aloud. Students who require pacing and focusing may benefit from this type of accommodation. Rephrasing or clarification of directions is not allowed.
	<b>Oral Script</b> If it is determined that the student requires an oral administration type of accommodation, the same procedures outlined for use on state assessment should be routinely used in classroom assessment. Directions, assessment items and answer choices must be read verbatim from an oral script without clarifying, elaborating, or providing assistance with the meaning of words. Rephrasing or clarification of directions is not allowed.
	<b>Read Aloud to Self</b> This accommodation is useful for students who may need to see and hear text in order to comprehend what is written. The use of an auditory feedback device may also be beneficial, but will require individual administration in order not to disturb others.
	<b>Audio Cassette Tape, Compact Disc, or Digital Recorder</b>

# Technology Considerations

## Response Accommodations:



Considerations in the Transformation of Accommodations from Paper/pencil to Computer-based Tests

## Considerations for Use of Technology and Skills Students May Need:

**Note:** The accommodations listed below are offered as general suggestions. Please check with your Assistive Technologist specialist, Occupational Therapist, Speech-Language Pathologist, Deaf Education specialist or TVI-vision specialist for specific equipment and software recommendations.

<b>Write</b> <b>Alternate Pencil</b> <b>Augmentative Communication Device</b>	<ul style="list-style-type: none"><li>• Capacity to select among multiple options to indicate response—mouse click; keyboard; touch screen; speech recognition; assistive devices to access the keyboard(e.g., mouth stick, eye gaze, or head wand)</li><li>• Partner Assisted Scanning to select letter for multiple choice</li></ul>
<b>Scribe</b>	<ul style="list-style-type: none"><li>• Ability to use speech recognition software to dictate response</li><li>• Ability to use multiple options to indicate response (listed above)</li></ul>
<b>Braille</b> <b>Tape Recorder</b> <b>Paper/pencil response</b>	<ul style="list-style-type: none"><li>• Ability to use speech recognition software</li><li>• Ability to operate equipment and dictate response</li><li>• Capability of producing response using braille writer or other equipment</li><li>• Use paper/pencil in addition to computer (e.g. use scratch paper for solving problems, drafting ideas)</li></ul>

# Data Gathering Tools



## Step 5

Evaluate and  
monitor the use  
of  
accommodations

Evaluation of  
Accommodation Use  
Data Collection Sheets

Infused Skills Grid

Accommodations  
from the Student's  
Perspective

After-test  
Accommodations  
Questions

# Questions?





# Part I – Instructional Accommodations

## August 22<sup>nd</sup> Webinar:

- Section 1 **Guidance**
- Section II **The Five-Step Process**

## August 29th Webinar:

- Section III **Tools**
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Please call if we can help!

**Contact Information:**

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