

LAA 1 Accommodations

Only three accommodations are listed for LAA 1: *Assistive Technology*, *Task Descriptions*, and *Other*. Many of the accommodations used in other state-wide assessments are incorporated into the design of LAA 1. For example, all *Student Booklets* have enlarged graphics and large print, so a large-print edition is not needed. In addition, all of the LAA 1 assessment is read aloud or signed to every student and each student is assessed individually, eliminating the need for the accommodations Tests Read Aloud, Communication Assistance, and Individual/Small Group Administration. Likewise, Extended/Adjusted Time and Answers Recorded are part of the test design, not accommodations.

ASSISTIVE TECHNOLOGY

Most of the accommodations for LAA 1 are included under the umbrella of *Assistive Technology*, which includes an assistive technology device or assistive technology service.

An assistive technology device is any item, piece of equipment, or product system—whether acquired commercially off the shelf, modified, or customized—used to increase, maintain, or improve the functional capabilities of a student with a disability.

An assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

It is expected that many forms of assistive technology will be used as accommodations for students being assessed with LAA 1. Consequently, the following requirements must be adhered to:

- The use of assistive technology during testing is consistent with the specifications described in the student's IEP.
- The student has been using the assistive technology during classroom instruction and routine testing as it is applied during LAA 1.
- The test administrator is trained in the use of the assistive technology as it is applied during LAA 1.
- The assistive technology is in working order.

Following are examples of the more common assistive technology accommodations that may be used with students who are being assessed with LAA 1.

- **Augmentative Communication Devices**—If you are using this accommodation for a student, a CD of the LAA 1 graphics will be provided upon request to import graphics to the computer or device (e.g., eye-gaze frame, magnifier) as needed. If you are unable to directly import graphics into the device, you may download the required graphics, cut them out, and use them with the device. The graphics contained on the CDs and directions for their use are available via the LDOE Web site.
- **Graphics Presentation**—The graphics may be manipulated to provide access for students who require further enlarged graphics or high contrast presentation (reverses the color/intensity of the foreground and background of graphics). The graphics may also be printed out and cut apart if needed. The graphics contained on the CDs are available via the LDOE Web site.
- **Manipulatives**—Some students may require manipulatives to access certain LAA 1 performance tasks. For example, they may need to use objects, such as blocks, Wikki Stix, balls, rulers, clocks, measuring spoons, and measuring cups. The Manipulatives List provided for each grade span includes possible manipulatives for specified tasks. In addition to the manipulatives suggested, you may use those that are appropriate to the task and familiar to the student because of their use during routine classroom instruction.
- **Symbol Systems**—If you are using one of the many symbol systems for students, you may translate LAA 1 tasks as needed. **For security purposes, all translations must be returned to the School Test Coordinator upon completion of LAA 1.**

TASK DESCRIPTIONS

A list of tasks needing descriptions and/or modifications will be available for students who are VI-Blind or other students who cannot access the graphics even with manipulatives or modification. *Task Descriptions* are secure materials and must be returned after testing is completed each day.

Some tasks are not accessible for these students even with descriptions and are identified in the *Task Descriptions* as Omitted. The accommodation *Task Descriptions* must be coded on the response document to ensure the student is not penalized.

OTHER ACCOMMODATIONS

Any necessary accommodations may be used, but they must be determined by the IEP team and must not be different from or in addition to the accommodations documented on the students' IEPs and provided in regular classroom instruction and

assessment. Test accommodations must not breach test security or invalidate the meaning of the test score or the purpose of each performance task. For example, if the task measures recognition of number symbols (4), do not replace the symbol 4 with four objects or dots.

Other inappropriate actions include coaching students during testing, giving clues, paraphrasing, offering additional information, or any other practice that would give students unapproved assistance or provide an unfair advantage.