

Testing Accommodations

"Every child in your class is someone's whole world."

Many students have accommodations related to test taking. Common accommodations along with strategies to facilitate them are listed below.

- **Providing Study Guides** - When conducting a review or orally stating what will be on a test/quiz, also provide the information in written form. Some students need study guides that match the tests.
- **Allow Extended Time** - Extended time may be different for each student; typically students are able to finish tests within two class periods if needed.
- **Allow Tests to be Read** - Contact the study lab teacher ahead of time to let them know you will be sending students to have their tests read.
- **Allow Alternate Setting** - Students can leave the classroom with their co-teacher or paraprofessional if there is one in the classroom. Students can also be sent to study lab. Students who need a quiet test area do not necessarily need a modified test.
- **Allow Students to Write Directly on the Test** - For many students, scantron tests are difficult. Allowing students to write directly on the tests allows them to focus on the task at hand, not needing to fill in the correct bubble. It may be easier for some students to take a hard copy of the test versus struggling with logging into Edmodo or another website.
- **Modified Tests** - This accommodation may be facilitated in a variety of ways. Please refer to the modifications pages for more specific directions.

While we encourage students to advocate for themselves and ask for these accommodations that does not always happen, ESPECIALLY with our freshmen. Please be cognizant that these accommodations were put into place for our students to be successful within your classroom environment.

Modifications

Modifications made to tests enable all students to be assessed on the materials covered in the classroom.

1. Underline key words in the directions.
2. Student paraphrases the directions back to the teacher before beginning.
3. Provide an example of correct responses by answering the first item.

Objective Tests:

1. Limit the number of choices.
2. Arrange items vertically and allow student to circle the letters.
3. Limit matching to groups of 5-10 items.
4. Pencil in synonym of word if it is written above the language of the learner.
5. Use word bank.

Essay Responses:

1. Students outline answers/give bullet comments rather than write complete sentences.
2. Verbalize answers. (teachers/parapros can scribe while student dictates)
3. Provide a writing frame to assist with memory (i.e. the three primary reasons for the war were...)

Manipulative:

1. Provide calculator, fact tables, cue cards, number lines, or geometric shapes for students to manipulate.
2. Provide formulas.
3. Allow the use of word processing, computer, etc.

Content Area:

1. Use a complete study guide
2. Use open-book, note cards, or student notes. Use quizlet or review games.

Alleviate Test Anxiety:

1. Weigh tests scores at a lower percentage to correlate with daily assignments.
2. Provide frequent review with more frequent assessments.
3. Use practice tests.
4. Provide option of correcting for partial credit.
5. Provide option of retaking when needed.

Modifications Cont.

Preparing for Tests and Quizzes

1. Provide thorough review for several days before the test or quiz. Use a variety of formations for review.
 - Study Guides to match the test
 - List of vocabulary words with definitions that will be used on the test
 - Quizlet
 - Review Games
2. Provide students with examples of test content and format.
 - Study Guides that match the test content/format
 - Word the questions in the same manner
 - Provide practice tests
3. Assign study buddies/groups for test preparation
4. Provide study guides in advance of the tests
5. Provide review time during class

Writing Test and Quiz Items

1. Reduce the number of items on the test or simplify the vocabulary or concepts.
 - Eliminate choices on multiple choice
 - Go from 4 choices to 3 choices
 - Go from 4 choices to 2 choices (for those who really struggle)
 - Re-Wording choices on multiple choice questions
 - Try not to have answers that are alike or very similar
 - Joe Smith
 - Joseph Sanders
 - Jesse Jones
 - Jessie Smith

- Try not to have two answers where only word is different.
For example, don't have something like this:
 - Johnny was king of the castle
 - Johnny was not the king of the castle
- Split Up Matching
 - Example 1: For 10 matching questions split into five and five
 - Example 2: For 10 matching questions split into three, three, and four (for those who really struggle)
 - With matching - always try to have at least 3 questions per section, there are instances where you may only want to have two questions per section
 - Don't have more choices than there are questions

2. Vary Test Format

- Written, oral, short answer, essay, multiple choice, true/false, matching, open book, take home test, etc.

3. Formatting a Test

- When you make a modified test, don't just mark through your original test, make a new test.
 - If your tests are not electronic, then white out what you want to eliminate and make a copy
- Give the students plenty of space to work
- Put lines for writing, it helps them keep their spacing even
- If you have a hint sheet, give that to the student separately or put it at the front/back of the test and let the student tear it off.
- Make copies one-sided
- Bold or italicize directions so they stand out for the student
- Space things out
- Use colored paper
- Larger font tends to help our students focus better
- Specific fonts can help our students read better; The ones with 'As' being like we print, not like this font tend to work better

- Just because you give a modified test to a student in your class, doesn't mean they need to leave your room. If you don't want others to see a student with a different, make it slightly different.
 - Title
 - Cover Page
 - Small Marking on Front

4. Underline or use a highlighter to point out important words in test directions or test items. Re-word questions

- Provide synonyms for words that are above the student's reading level
- Write questions in more simpler terms
- Write the questions at the student's level
- The way and things you taught the material/material taught is how and what the student should be tested on.
- Try to avoid using questions that say "which one doesn't belong, which one does belong, which one is true, etc.

5. Give more objective than subjective items.

6. Increase time for test completion

- Make the test the only thing they are to do for the day, they may rush so they can get the next task done
- Make the test the main focus for the day

7. Give shorter tests, covering less material, more frequently

8. Only ask a question once

- If you ask a question in one format, don't ask the same question in another format. If the student knows it they will get it right, if they don't know it they are going to miss the question each time it is asked.

9. True/False Questions

- Try to avoid these types of questions, they are very hard for our students to answer.
- If you use them, please make sure they are worded carefully

10. Other ways to modify

- Provide Word Banks above the questions
 - Vocabulary Quizzes
 - Map Quizzes
 - Fill in the Blank
 - Diagrams
 - Short Answer
- Color Code
 - Maps - color code each section, color code the word bank to match that section
 - Diagrams
- Slim Down Writing
 - Instead of making students write in complete sentences have them write using bullet points (only for those who really struggle)
 - Instead of writing a complete essay, have students write an outline
 - If you would like to have the student complete an essay give them a guided format to follow
 - Have the student answer one question at a time. Try not to ask more than one question at a time.

Other Uses of Modifications

1. Assignments/Class Work

- Apply what you know about modifying tests/quizzes to modifying every day work
- Give the students plenty of space to work
- Make copies one-sided
- Bold or Italicize directions so they stand out for the student
 - Make sure the directions are clear to the student before they leave your classroom
- Space things out
- Use Colored Paper

- Examples: Notes in White, Homework in Blue, Quizzes in Pink, Study Guide in Yellow, Etc.
- Students can find their papers easily if they know what color they are looking for
- Have a printed copy versus (or in addition to) making them log on to a computer, then to site

2. Notes

- Provide students with guided notes. They will follow along better if they have fewer things to fill out along the way.
- If you give them a copy of the notes to check against, please do it after you have lectured. That way they will try to pay attention to what you are saying.
- Have maps, diagrams, etc. filled out instead of them hunting down the information. Otherwise they may be studying incorrect information
- If students are required to know specific definitions or items, make sure the way you want it memorized/known is published somewhere for them to study. Not all of our students will write down every word, or correct their answers when they are told the correct ones, this leads to them studying the incorrect things (and us unable to help them with studying the right information)
- Make smooth, slower transitions between pages of notes and between topics
- If using technology, make sure there are less distractions, for example; if you are wanting students to focus on you, don't have something on your screen they need to copy down. One of the two will get less focus
- Make sure the print on the screen/board is large enough for the student furthest in the rear to read easily
- Make sure the only things on the screen/board are the things you want them to focus on for that moment/time; other things

going on are very distracting and can make students not understand completely what is needed

3. Study Guides

- Provide detailed study guides
- Study Guides should only have the exact information they will be tested on
 - Word the questions on the study guide how they will be on the test
 - Test the students on how the material was taught, including the information on the study guides
- Quizlet - put vocabulary on Quizlet or other similar website
- Games - putting test questions or similar test questions in a game format
- Try to avoid just a list of terms/topics that will be on the test. Make the study guide something the students need to fill out and can use to study from.

Administering and Scoring Tests and Quizzes

1. Provide students with the opportunity to have the test read orally.
 - Plan in advance with the study lab teachers for the students to take the test in study lab.
2. Read test directions aloud to all students.
 - Make sure the directions are clear and the students understand what is expected of them
 - Possibly repeat the directions
3. Allow students to take the exam in the classroom during the regular time, then take the exam again orally at another time, and average the two scores.
4. Allow students to respond differently
 - Let the student write on the test - no scantrons
 - Allow the students to answer orally

5. Allow the students use of manipulatives to assist them not to give them the answers

- Calculators
- Charts
- Graphs
- Formulas

6. Allow students to retake tests and give credit for improvement or put in the higher of the two grades

7. Create a modified grading scale

8. Send corrected tests home and ask parents to sign and return them

9. Provide feedback to students on the test

- Review test with the student one on one
- Discuss tests in P/T conferences
- Discuss tests with case manager/study lab teacher

10. Grade student effort and individual ability in addition to test scores

11. Mark the number of items correct on the top of the paper instead of the number wrong

12. Use a different color, other than red, when grading

13. Provide partial credit for various correct steps in a problem-solving process

14. Correct test immediately and spend time re-teaching. Students who don't need this can be given enrichment activities

Modifying Tests and Quizzes

Type 1

****Type 1 modifications maintain the basic structure of a test while making it more student friendly.****

Modifying Structure

- Print the test
- Use a lot of white space
- Do not use all capital letters for the entire test
- Place only one section on a page
- Allow the student to write on the test
- Enlarge Blanks
- Keep blanks uniform in size
- Place point value at the end of every section
- Type the test (12-14 point font. Arial is easy to read)

Modifying Directions

- Read the directions orally with the students
- Read the directions twice
- Bullet the directions on the page instead of presenting them in a paragraph
- Highlight, bold, or underline key terms
- Capitalize all absolute words (always, never, etc.)
- Keep directions to a minimum
- Define complicated words in the directions

Modifying Format

- Allow student to dictate answers orally
- Allow student to circle an answer instead of writing
- Cut and paste, use white-out to make a clean copy, avoid cross-outs
- Provide a checklist for essays
- For matching items, make sure there is a word bank

Modifying Tests and Quizzes

Type 2

****Type 2 modifications may alter the content and format of a test. This may require different versions of the same test of test items.****

Modifying Structure

- Use type 1 modifications
- Eliminate questions
- Keep similar questions together. (For example: all division questions are in one section, then fractions in another.) Do not mix different types of problems or questions.

Modifying Directions

- Use type 1 modifications
- Use simple sentences
- Define key terms
- Reread a set of directions before the student takes a section. Give the student alternate directions. (For example: a student might fill in a graphic organizer instead of writing an essay or only compare, not contrast.)

Modifying Format

- Use type 1 modifications
- Eliminate possible choices
- Provide a word bank
- Chunk matching into sections of 3-5 questions
- Chunk material into sections of 5 questions
- Allow students to use notes or a study guide (if it matches the test, you don't have to allow this)
- If giving an open book test, provide page numbers
- Provide an outline for essays

Notes from EHS Special Education Department:

- We are always here for you, let us know if you need help modifying
- We tend to keep copies of other modified assignments from past years/teacher. Let's not reinvent the wheel.
- Ask other teachers who have taught the same course/subject how he/she has modified.
- Let us know if you need help making a quizlet, a review guide, etc.
- Some of the most helpful things are just going slower.
- ACT type questions tend to not be the ones that are most understood by many students with learning disabilities, however they do need to be exposed to them, with these, do extra review in the way the questions are written.
- When we ask for things to be redone, re-tested, adjusted, modified, it is because the particular student has it on his/her IEP which we are legally bound to follow, it is not a personal criticism
- We tend to have to communicate with parents weekly. If we ask for feedback, please do your best to give us a timely response. This too tends to be on the IEP.