

Project IEP-D
Data Tables / Figure
for
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(Word Document Format)

ITBS Participation/Accommodation of Specific Students with Disabilities by Subtest. November 2004 Testing Accommodations used (N=56 for Reading, N=57 for Math, N=55 for Science and Social Studies)

Scheduling	Reading	Math	Science	Social Studies
Extended time	55 (98.2%)	55 (96.5%)	54 (98.2%)	54 (98.2%)
Additional breaks	35 (62.5%)	35 (61.4%)	34 (61.8%)	34 (61.8%)
Multiple test sessions	48 (85.7%)	50 (87.7%)	42 (76.4%)	41 (74.6%)
Setting	Reading	Math	Science	Social Studies
Individual testing	0	2 (3.5%)	1 (1.8%)	1 (1.8%)
Small group testing	54 (96.4%)	53 (93.0%)	52 (94.6%)	52 (94.6%)
Use of carrels	0	2 (3.5%)	0	0
Special seating/proximity to monitor	0	1 (1.8%)	0	0
Adaptive furniture	0	0	0	0
Tests in separate room	24(42.9%)	21(36.8%)	24(43.6%)	24(43.6%)
Test in Special Education Room	32 (57.1%)	34 (59.7%)	31 (56.4%)	31 (56.4%)
Presentation	Reading	Math	Science	Social Studies
Braille	0	0	0	0
Large print	0	0	0	0
Modified spacing between lines	0	0	0	0
Templates	0	0	0	0
Fewer items/lines per page	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)
Highlighted important words/directions	0	0	0	0
Read aloud directions and/or items	39 (69.6%)	40 (70.2%)	39 (70.9%)	38 (69.1%)
Simplified directions	22(39.3%)	22(38.6%)	21(38.2%)	21(38.2%)
Paraphrasing directions/items	28(50.0%)	28(49.1%)	28(50.9%)	28(50.9%)
Sign language	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)
Lighting/acoustics	1 (1.8%)	1 (1.8%)	0	0
Magnification equipment	0	0	0	0
Provide practice item	1 (1.8%)	1 (1.8%)	0	0
Praise/ Encouragement	17(30.4%)	17(29.8%)	16(29.1%)	16(29.1%)
Reminder of test taking skill	19(33.9%)	20(35.1%)	5 (9.1%)	5 (9.1%)
Redirection to the correct item	4 (7.1%)	4 (7.0%)	2 (3.6%)	2 (3.6%)
Student use of self-management	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)
Response	Reading	Math	Science	Social Studies
Scribe to record answers	2 (3.6%)	2 (3.5%)	2 (3.6%)	2 (3.6%)
Tape recorder	2 (3.6%)	0	0	0
Communication device	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)
Computer/word processor	0	0	0	0
Write on materials/test booklet	2 (3.6%)	2 (3.5%)	2 (3.6%)	2 (3.6%)
Calculators	8 (14.3%)	51 (89.5%)	7 (12.7%)	7 (12.7%)
Number tables	0	0	0	0
Braille	0	0	0	0
Templates	0	0	0	0
Altered test materials format	0	0	0	0
Provide practice item	1 (1.8%)	1 (1.8%)	0	0
Praise / Encouragement	11 (19.6%)	11 (19.3%)	10 (18.2%)	10 (18.2%)
Reminder of test taking skill	9 (16.1%)	10 (17.5%)	0	0
Redirection to the correct item	2 (3.6%)	3 (5.3%)	2 (3.6%)	1 (1.8%)
Student use of self-management	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)

*General Classroom Accommodations for 2005 ISAT Testing Provided to ALL STUDENTS
Test Administrators & Sessions: 15 administrators (total testing sessions N= 80)*

Area	Frequency
Reading	32 (40%)
Math	24 (30%)
Science	24 (30%)
Total	80 (100%)

Frequency and Percentage of Sessions in which Accommodations were Used

Setting	Reading	Math	Science
Make sure room was well lit, ventilated, free of distractions	32(100%)	24(100%)	24(100%)
Displayed materials in room to help on test	6(18.8%)	23(95.8%)	0
Use of carrels or dividers	0	0	0
Provided special seating/proximity to monitor	16(50%)	12(50%)	9(37.5%)

Presentation	Reading	Math	Science
Pointed out important aspects of test booklet	21(65.6%)	20(83.3%)	0
Repeated or reread directions	19(59.4%)	19(79.2%)	8(33.3%)
Paraphrasing directions – used simplified language	25(78.1%)	20(83.3%)	8(33.3%)
Clarified direction – explained task(s)	22(68.8%)	23(95.8%)	7(29.2%)
Read aloud item or section dividers	5(15.6%)	5(20.8%)	0
Read aloud individual items or prompts	4(12.5%)	5(20.8%)	0
Highlighted/circled important words in directions	6(18.8%)	12(50%)	0
Highlighted/circled important words in test items	2(6.3%)	11(45.8%)	0
Provided additional sample item(s) as a prompt during testing	0	11(45.8%)	0
Provided practice items leading up to (before) testing	11(34.4%)	24(100%)	8(33.3%)
Praised/encouraged students to begin item	15(46.9%)	15(62.5%)	16(66.7%)
Redirected students to the correct test item	2(6.3%)	11(45.8%)	0
Made sure students had hand-held calculator	0	24(100%)	0
Reminded students of test taking skills (e.g., look for key word)	20(62.5%)	16(66.7%)	8(33.3%)
Encourage students done early to check work	27(84.4%)	24(100%)	8(33.3%)

Response	Reading	Math	Science
Read aloud possible answers	1(3.1%)	1(4.2%)	0
Helped marks response(s) on answer sheet	0	4(16.7%)	0
Allowed students to write on materials/test booklet	26(81.3%)	24(100%)	9(37.5%)
Highlighted/circled important words in response options	2(6.3%)	14(58.3%)	0
Encouraged use of calculators	0	22(91.7%)	0
Provided sample response as prompt	3(9.4%)	13(54.2%)	0
Praise/encouraged students to continue working on test	18(56.3%)	16(66.7%)	16(66.7%)
Reminded students of test taking skills (e.g., look for key word)	16(50%)	16(66.7%)	8(33.3%)
Redirected to the correct test item	2(6.3%)	8(33.3%)	1(4.2%)
Redirected students to the correct place on answer sheet	9(28.1%)	11(45.8%)	0

Note. Shaded items are from the ISAT administration manual.

ISAT Accommodation of Students with Disabilities – Spring 2005 Grades 7 & 8:

Reading, Math, and Science

Frequency and Percentage of Accommodations for Students for whom Accommodations were Recorded

Scheduling	Reading N=52	Math N=51	Science N=56
Provided extended time	44 (84.6%)	49 (96.1%)	56 (100%)
Provided additional breaks	16 (30.8%)	16 (31.4%)	13 (23.2%)
Provided multiple test sessions	17 (32.7%)	26 (51.0%)	13 (23.2%)
Setting	Reading	Math	Science
Made sure room was well lit, ventilated, and free of distractions	50 (96.2%)	49 (96.1%)	36 (64.3%)
Displayed materials in room to help on test	5 (9.6%)	14 (27.5%)	15 (26.8%)
Used of carrels or dividers	8 (15.4%)	8 (15.7%)	2 (3.6%)
Provided special seating/proximity to monitor	13 (25.0%)	20 (39.2%)	22 (39.3%)
Provided small group testing (Not with Special Educator)	1 (1.9%)	1 (2.0%)	0
Provided individual testing (Not with Special Educator)	0	0	0
Administered test in Special Education Room	18 (34.6%)	43 (84.3%)	45 (80.4%)
Provided individual test with Special Educator	11 (21.2%)	9 (17.7%)	7 (12.5%)
Presentation	Reading	Math	Science
Pointed out important aspects of the test booklet	34 (65.4%)	37 (72.9%)	25 (44.6%)
Repeated or reread directions	45 (86.6%)	41 (80.4%)	26 (46.4%)
Paraphrased directions – used simplified language	42 (80.8%)	42 (82.4%)	43 (76.8%)
Clarified direction – explained task(s)	42 (80.8%)	41 (80.4%)	28 (50.0%)
Read aloud item or section dividers	4 (7.7%)	12 (23.5%)	36 (64.3%)
Read aloud individual items or prompts	15 (28.9%)	38 (74.5%)	29 (51.8%)
Highlighted/circled important words in directions	1 (1.9%)	1 (2.0%)	2 (3.6%)
Highlighted/circled important words in test items	1 (1.9%)	1 (2.0%)	1 (1.8%)
Provided additional sample item(s) as a prompt during testing	0	0	9 (16.1%)
Provided practice items leading up to (before) testing	17 (32.7%)	29 (56.9%)	15 (26.8%)
Praised/encouraged student to begin items	41 (78.9%)	40 (78.4%)	27 (48.2%)
Redirected student to the correct test item	2 (3.9%)	5 (9.8%)	3 (5.4%)
Used sign language	0	0	0
Used adaptive lighting/acoustics to present test	0	0	20 (35.7%)
Reminded student of test taking skill (e.g., look for key word)	42 (80.8%)	33 (64.7%)	28 (50.0%)
Encouraged student done early to check work	35 (67.3%)	39 (76.5%)	17 (30.4%)
Encouraged student use of self-management	16 (30.8%)	10 (19.6%)	16 (28.6%)
Response	Reading	Math	Science
Read aloud possible answers	3 (5.8%)	33 (64.7%)	25 (44.6%)
Helped mark response(s) on answer sheet	2 (3.9%)	2 (3.9%)	2 (3.6%)
Recorded students responses verbatim (scribe)	5 (9.6%)	4 (7.8%)	3 (5.4%)
Allowed students to write on materials/test booklet	49 (94.2%)	49 (96.1%)	15 (26.8%)
Highlighted/circled important words in response options	0	0	0
Used communication device	0	0	1 (1.8%)
Allowed student to use a calculator	4 (7.7%)	50 (98.0%)	3 (5.4%)
Provided sample response as prompt	0	0	11 (19.6%)
Praised/encouraged student to continue working on test	42 (80.8%)	39 (76.5%)	29 (51.8%)
Reminded student of test taking skills (e.g., look for key word)	36 (69.2%)	30 (58.8%)	25 (44.6%)
Redirected student to the correct test item	2 (3.9%)	3 (5.9%)	9 (16.1%)
Redirected student to the correct place on answer sheet	2 (3.9%)	2 (3.9%)	10 (17.9%)
Encouraged student use of self-management	16 (30.8%)	11 (21.6%)	18 (32.1%)

Note. Shaded items are from the ISAT administration manual.

Agreement (Kappa) Between Planned IEP Accommodations for State and District-Wide Assessments and Accommodations Provided During 2005 ISAT Testing for Specific Students with Disabilities: 8th Grade

IEP Accommodations for State and District Assessments for All SWD (N=74)					
	Accommodations for testing in IEP		No testing accommodations in IEP		
Participated in ISAT	60 (81.1%)		4 (5.4%)		
Did not participate in ISAT	7 (9.5%)		3 (4.0%) ^a		
Agreement of Planned and Provided IEP Accommodations (N=64)					
Scheduling	Planned	Actual	Agreement	Kappa	Direct.
Provided extended time	57(89.1%)	44(68.6%)	.67	.07	over
Provided additional breaks	10(15.6%)	16(25.0%)	.72	.14	under
Provided multiple test sessions	2(3.1%)	17(26.6%)	.70	-.06	under
Setting	Planned	Actual	Agreement	Kappa	Direct.
Made sure room was well lit, ventilated, and free of distractions	2(3.1%)	50(78.1%)	.25	.02	under
Displayed materials in room to help on test	0	5(7.8%)	.92	^b	under
Use of carrels or dividers	0	8(12.5%)	.88	^b	under
Provided special seating/proximity to monitor	0	13(20.3%)	.80	^b	under
Administered test in Special Education Room	52(81.3%)	18(28.1%)	.41	.07	over
Provided individual test with Special Educator	0	11(17.2%)	.83	^b	under
Presentation	Planned	Actual	Agreement	Kappa	Direct.
Pointed out important aspects of the test booklet	0	34(53.1%)	.47	^b	under
Repeated or reread directions	0	45(70.3%)	.30	^b	under
Paraphrased directions – used simplified language	4(6.3%)	42(65.6%)	.38	.02	under
Clarified direction – explained task(s)	11(17.2%)	42(65.6%)	.45	.09	under
Read aloud item or section dividers	40(62.5%)	4(6.3%)	.44	.08	over
Read aloud individual items or prompts	36(56.3%)	15(23.4%)	.64	.33	over
Highlighted/circled important words in directions	0	1(1.6%)	.98	^b	under
Highlighted/circled important words in test items	0	1(1.6%)	.98	^b	under
Provided additional sample item(s) as a prompt during testing	0	0	1.0	^b	same
Provided practice items leading up to (before) testing	0	17(26.6%)	.73	^b	under
Praised/encouraged student to begin items	0	41(64.1%)	.36	^b	under
Redirected student to the correct test item	0	2(3.1%)	.97	^b	under
Used sign language	0	0	1.0	^b	same
Used adaptive lighting/acoustics to present test	0	0	1.0	^b	same
Reminded student of test taking skill (e.g., look for key word)	0	42(65.6%)	.34	^b	under
Encouraged student done early to check work	0	35(54.7%)	.45	^b	under
Encouraged student use of self-management	0	16(25%)	.75	^b	under
Response	Planned	Actual	Agreement	Kappa	Direct.
Read aloud possible answers	36(56.3%)	3(4.7%)	.48	.07	over
Helped mark response(s) on answer sheet	2(3.1%)	2(3.1%)	.97	.48	same
Recorded students responses verbatim (scribe)	5(7.8%)	5(7.8%)	.94	.57	same
Allowed students to write on materials/test booklet	0	49(76.6%)	.23	^b	under
Highlighted/circled important words in response options	0	0	1.0	^b	same
Used communication device	1(1.6%)	0	.98	^b	over
Allowed student to use a calculator	40(62.5%)	4(6.3%)	.34	-.08	over
Provided sample response as prompt	0	0	1.0	^b	same
Praised/encouraged student to continue working on test	0	42(65.6%)	.34	^b	under
Reminded student of test taking skills (e.g., look for key word)	10(15.6%)	36(56.3%)	.36	-.04	under
Redirected student to the correct test item	0	2(3.1%)	.97	^b	under
Redirected student to the correct place on answer sheet	2(3.1%)	2(3.1%)	.94	-.03	same
Encouraged student use of self-management	0	16(25%)	.75	^b	under

^aTwo of the three students with no testing accommodations were identified as taking an alternate assessment.

^bKappa is not computed because one variable is a constant (zero).

Accommodation Monitoring Form

Name: _____ Grade: _____ Teacher: _____

Content Area(s): _____

ACCOMMODATION(S)	How Often Used?				How Helpful?		
	Routine Classroom Practice for All Students	All the Time	Occasionally	Never	Very Helpful	Somewhat Helpful	Not Helpful
Presentation							
Response							
Scheduling/Timing							

Notes about accommodations: _____

