THE ASSESSMENT MATRIX – Updated March 2007

General Considerations for the Use of Accommodations:

- o   Accommodation usage should be consistent with day-to-day instructional methods.
- o   Accommodation usage should enhance access without fundamentally changing the skill or construct being measured.
- o   Accommodations not on this list must be approved by DPI by completing and sending in the form located at http://www.dpi.wi.gov/oea/dacforms.html, as they may represent modifications that change the skill or construct being measured.
- o   If accommodations not on this list and not approved by DPI are used, the "used a non-allowed accommodation" bubble on the back cover of the test book should be filled in. This results in score invalidation, and the student is considered "not tested" in that subject.
- o   Districts should monitor appropriate use of accommodations by comparing actual accommodations received with those stated in the student's Individual Education Program (IEP).

Part A: Allowable Test Preparation Activities and Motivational Strategies for All Students:
I.   Allowable Test Preparation Activities for All Students:
1. Teach test-taking skills: familiarize students with format of test questions and strategies for thinking through items
2. Administer practice activities: WKCE Reading and Mathematics released items: http://www.dpi.wi.gov/oea/releaseitems.html or NAEP released items have some similarity to WKCE items: http://nces.ed.gov/nationsreportcard/itmrls/
II. Motivational Strategies for All Students Before/During/After Testing:
3. Provide treats, snacks, or prizes, as appropriate.
4. Provide verbal encouragement of student's efforts.
5. Encourage student who may be slow at starting to begin.
6. Encourage student who may want to quit to sustain effort longer.
7. Encourage student to remain on task.

Note: The column in Part B entitled "Guidelines for All Students AS NEEDED" lists allowable options for students who are not 504, students with disabilities, or ELL students, yet due to unique circumstances may be able to demonstrate their learning more accurately through the use of one or more of these options. This column should be interpreted to mean that options *available* to all students should be *used* for individual students on an "as needed" basis only. (*Example*: A student who just broke their arm may need a scribe.)

Part B: Assessment Guidelines and Testing Accommodations Specific to Individual Students:			
Assessment Matrix *Accommodations for Students with Disabilities/504 are determined by IEP/504 Plans.* *Accommodations for English Language Learners are determined by a teacher process.*	Guidelines for All Students (AS NEEDED)	Accommodations for Students with Disabilities/504	Accommodations for English Language Learners (Levels 1-5) AS NEEDED
III. Content Presentation/Test Directions:			
1. Use visual magnification devices.	●	●	●
2. Use audio amplification devices.	●	●	●
3. Use page markers (e.g., a bookmark or straight edge) to maintain place.	●	●	●
4. Allow students to mark their test book in approved locations with pencil.[1]	●	●	●
5. Read directions[2] aloud.	●	●	●
6. Use a tape recording[3] of directions.[2]	●	●	●
7. Use directions[2] that have been marked by teacher and student.		●	●
8. Reread directions[2] as needed.	●	●	●
9. Simplify language in directions.[2] (Read directions without expansion or extension)		●	●
10. Have student reread and restate directions[2] in his/her own words.		●	●
11. Use sign language or oral interpreters for directions[2] and sample items.		●	●
12. Turn pages for the student.		●	
13. Use directions[2] marked with highlighting by teacher or student.[4]		●	●
14. Provide Braille or large-print editions of the test and scribe responses into regular test book.[5]		●	
15. Provide an extra test book for students to view, so they don't need to flip back and forth in test book if a graph or table is on one page and questions related to it are on another.		●	
16. Read questions and content to student. (Not allowed on Reading test).		●	●
17. Sign questions and content to student. (Not allowed on Reading test).		●	
18. Use text-talker converter.[3] (Not allowed on Reading test).		●	
19. Provide a qualified translator (see http://www.dpi.wi.gov/oea/doc/translator_guidelines.doc for guidelines) to read or translate test items in content areas, either orally or in writing. (Not allowed on Language Arts or Reading tests).			●
20. Read questions and content aloud in simplified English, in English as written, or in the native language. (Not allowed on Language Arts or Reading tests).			●

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21. Provide bilingual word lists, customized dictionaries (word-to-word translations) and glossaries. (Not allowed on Language Arts, Reading, or Writing tests).			●
22. Explain/clarify directions in native language or English. Provide both oral and written directions either in native language or English, including audio-taped directions.[2]			●
23. Provide audio recording[3] of test items in English that is linguistically clarified for words not related to content. (Not allowed on Reading test).			●
24. Provide audio recording of test items in native language version. (Not allowed on Language Arts or Reading tests).[3]			●
25. Provide side-by-side bilingual test or translated version. (Not allowed on Language Arts or Reading tests).			●
IV. Response:			
26. Allow students in grades 3 and 4 to use a calculator on all sections except sections measuring computation skills.		●	
27. For selected-response items, indicate responses to a scribe.[5]	●	●	●
28. Record responses on audio tape (Not allowed for Writing test).[3]	●	●	●
29. For selected-response items, use sign language to indicate response.		●	
30. Use template to maintain place for responding.	●	●	●
31. Use graph paper to align work.	●	●	●
32. For constructed response items, indicate responses to a scribe. Scribes may also be used to complete the Writing prompt for students with conditions that prohibit them from writing their own responses in a manner that can be scored, so long as appropriate scribing procedures are followed.[5]	●	●	●
33. Use pencils adapted in size or grip.	●	●	●
34. Use computer or word processor for recording responses that are then transcribed into test book.[5]		●	●
35. Use Braille writer for recording responses.		●	
36. Use communications device to indicate responses.		●	
37. Use lined/grid paper for recording answers when only blank space is provided, and scribe into test book.[5]		●	
38. Allow student to respond orally (or in writing) in native language and a translator records (or translates) student response in writing in English. (Not allowed on Writing test).			●
39. Provide spelling assistance, where appropriate. (Not allowed on Language Arts or Writing tests).		●	●

V. Setting:			
40. Provide distraction-free space or alternative location for student (e.g., study carrel, front of room).	●	●	●
41. Take the test with a small group or different class.	●	●	●
42. Take the test at home or in a care facility (e.g., hospital), with district supervision.	●	●	●
43. Use adaptive furniture.	●	●	●
44. Use special lighting and/or acoustics.	●	●	●
45. Place the student in the room or part of the room where he/she is most comfortable.	●	●	●
46. Provide for an individual and supervised test administration.	●	●	●
47. Allow the student freedom to move, stand, or pace during individualized administration of the test.		●	
VI. Timing/Scheduling:			
48. Timing of the test: allowing breaks without exceeding total testing time[6]: _Example_: The time allotment for a session of a test is one hour. Instead of scheduling the test from 9:00 - 10:00a.m., the test administrator may schedule it from 9:00- 10:15a.m. and provide a 15-minute break. The students were given the time allotted to take the test – one hour – as well as a fifteen minute break.	●	●	●
49. Scheduling: test across multiple days[6]: _Example_: Mathematics has three sessions. All sessions can be given in one day, or sessions can be given on multiple days.	●	●	●
50. Provide extra time for any timed test[6]: _Example_: The time allotment for a session of the test is one hour. Time may be extended for as long as the student needs to complete this session as long as this session is completed within the day it has been started.		●	●

Explanation of Footnotes

[1] **Parameters for marking test book with #2 pencil**: Students should not make extraneous pencil marks near answer bubbles, other than to mark one correct answer. Students should not mark in any of the follow areas:
- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the document on the first and last page of the test book).

[2] **Definition of "test directions:"** any portion of the test book where the word "Directions" appears in a shaded or colored box, typically at the top of a page preceding a particular section of test content. Test directions may also include wording, such as "Look at the number sentence below," that precedes the actual item stem or test question itself. Item stems and test questions should not be considered directions.

[3] **Parameters for making audio or video copies of test materials:** when using accommodations that involve making an audio or video copy of test items, the test administrator must ensure that the recording is deleted upon completion of testing for security purposes.

[4] **Denotes an accommodation involving the use of highlighters: highlighters may only be used by ELL students and students with   disabilities in a manner consistent with their day-to-day instruction.** Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect reliability of scoring. If highlighters are used, the following guidelines must be followed:
   1. Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, preslugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed.
   2. Use only a highlighter from the following list, which were tested and found to have minimal problems:
      - Avery Hi-liter
      - Avery Hi-liter, thin-tipped
      - Bic Brite-Liner
      - Sanford Major Accent
      - Sanford Pocket Accent, thin-tipped

[5] **Parameters for use of a scribe:** students with permanent or temporary conditions that do not allow them to write their own responses in a scorable manner may use a scribe to complete their test.
   - A scribe must record student responses verbatim. For example, the WKCE Writing prompts measure composition, grammar, punctuation, and spelling; therefore, a student must dictate these exactly as they are to be written.
   - It is also permissible to have a student type his/her own responses on a computer and then have a scribe write them into a test book; however, if this is done in situations in which spelling is a part of the student's score (e.g., the Writing prompt), the computer's spell-check function should be turned off.
   - All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

[6] **Denotes an accommodation for which test security should be considered: t**est security must be maintained during all breaks within a   testing session. To lessen the risk of a security breach occurring during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.