FCPS STANDARDS OF LEARNING (SOL) ASSESSMENTS' ACCOMMODATIONS REFERENCE CHART
(Revised November 2019)

Testing accommodations are changes in the administration of an assessment in terms of how the test is presented or how the student responds to the assessment. Categories of testing accommodations include timing/scheduling, setting, presentation, and response. Although accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores, they do provide equity and serve to level the playing field for students with disabilities (SWD) and/or English Learners (EL). When used appropriately, accommodations reduce or even eliminate the effects of a student's disability or limited English proficiency without reducing learning expectations or providing an advantage. Accommodations may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Any accommodations based solely on the potential to enhance performance beyond providing equal access are considered inappropriate. **All accommodations must be documented by the individualized education program (IEP) team, 504 knowledgeable committee and/or EL committee and should be outlined in the IEP, the 504 Plan, and/or the English Learner Student Assessment Participation Plan (ELSAPP).** The ELSAPP must document the EL student's EL accommodations only. Providing a student with an accommodation not documented in the IEP, 504 Plan, or ELSAPP or failing to provide an accommodation during a state assessment constitutes a test irregularity which may result in the invalidation of the student's score and may necessitate retesting. Refer to the *Virginia Standards of Learning Assessments Test Implementation Manuals* for specific information about testing irregularities. (http://www.doe.virginia.gov/testing/test_administration/)

Required procedures for implementing and administering certain accommodations have been identified in a separate column on the following chart. School Test Coordinators (STCs) and Assessment Coaches (ACs) must ensure these procedures are followed. Please note these procedures are consistent across accommodations.

Rule of 2
All accommodations requiring the rule of two MUST either be recorded using two tape recorders, video recorded, or have two adults in the room (an examiner and a proctor) who are both responsible for maintaining the integrity of the testing situation and must both sign the *FCPS Administration Affidavit,* if applicable.

Rule of Transcription
All accommodations requiring transcription of student responses MUST be verified by a second school staff member. The test session may be audio or video recorded or a proctor may ensure no errors in transcription have occurred. When these accommodations are provided, student responses must be transcribed to the regular answer document or selected on the student's computer workstation by the examiner. All test Examiners/Proctors must sign the *FCPS Transcription Affidavit* form testifying to the integrity of the transcription.

Documented Description Recommended
When noted, the IEP team, 504 knowledgeable committee and/or ELSAPP committee is strongly encouraged to clearly define on the IEP 308 (Classroom Accommodations), 504 Plan and/or ELSAPP, the specific parameters explaining how these accommodations are implemented to meet individual students' needs.

Criteria Form Required
Criteria pages to determine eligibility for the use of the read-aloud accommodation for the *Reading* tests and for the initial administration of the End-of-Course (EOC) *Reading* test, and for use of the calculator accommodation for the *Mathematics* tests must be completed for SWD and dually identified limited English proficiency EL/SWD students in the IEP or 504 Plan and the ELSAPP to access these accommodations. Please see test administration manuals for more details.

Students with Disabilities (SWD)
All testing accommodations must be documented in the IEP or 504 Plan.

English Learners (EL) and students who are formerly ELs **(ELP level 6a & 6b only)**
All testing accommodations must be documented in the ELSAPP.

Dually Identified Students (EL/SWD)
English learners with IEPs are served by both special education and English for Speakers of Other Languages (ESOL) teachers to support the various needs of these dually identified students. The IEP/504 team and EL committee jointly determine the statewide assessment participation and testing accommodations based on the dually identified student's disability and EL status. Statewide assessment participation and testing accommodations must be documented in the student's IEP/504 Plan and ELSAPP. If changes are made in the ELSAPP, these changes must also be reflected in the IEP or 504 Plan.

Special Accommodations Request Procedure
Some students with disabilities may require accommodations beyond those listed in this chart to access the SOL assessments. Please contact your School Test Coordinator or Assessment Coach to submit the *Special Assessment Accommodation Request* form.

SEA-STARS Codes:
To clarify the relationship between Virginia Department of Education (VDOE) and SEA-STARS accommodation codes, the SEA-STARS accommodation codes (SS code) have been added to these guidelines in the **Implementation Requirements** column.

FCPS STANDARDS OF LEARNING (SOL) ASSESSMENTS' ACCOMMODATIONS REFERENCE CHART

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
1 ☑ EL ☑ SWD	**Multiple Test Sessions**	Tests are administered over two or more days. Care must be taken to ensure that the student is exposed only to those test items in the portion of the test that he or she is attempting that day. Previously completed and items not yet completed must be sealed to prevent accidental exposure to the student. The short-paper component of the *Writing* assessment must be completed in one school day and does not qualify for multiple-day test sessions; however, the student may be given breaks under secure conditions. ***Note:** Grades 3-5 Reading and Grades 3-7 Math Computer Adaptive Tests (CAT) online tests can be given over two days. Work with the STC at your school for additional details about testing over multiple days. Students may still require paper/pencil format.	Documented Description Recommended	Paper/Pencil Or Online CAT tests (see note*) required if testing over multiple days
2 ☑ SWD	**Dry Erase Board**	In place of scratch paper, a student may use a dry erase board (including a large wall-mounted board). Dry erase board must not be visible to others. The board must be blank at the beginning and completion of the test session. The student may not receive help or reminders to use the dry erase board. Students who are using a large wall-mounted board must be tested individually. For students using a small dry erase board, school staff must ensure the student's dry erase board is not visible to others, but students do not need to be tested individually. Individual testing or physical barriers between students must be used.	Rule of 2 (video recorded or proctored)	Any format
3 ☑ SWD	**Additional Writing Implements**	The student may be provided additional (3 or more) writing implements such as, but not limited to: highlighters, markers, colored pens, colored pencils, etc. to use on the test booklet or on the scratch paper. **SS code: T700**.		Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
4 ☑ EL (physical templates only) ☑ SWD	**Visual Aids**	Templates (or masks) are now an embedded accessibility tool available to all students taking an online test, therefore they are not considered an accommodation for students participating using the online format. **Physical templates are the only portion of the accommodation allowed for ELs unless dually identified.** Physical templates (or masks) that allow a student to see one word, sentence, or line of print at a time and markers that allow the student to maintain his or her place are only necessary for students who require **paper/pencil tests**. Magnification for students with a visual impairment include: magnifying glass, screen magnifier, electronic magnification devices such as a closed-circuit television (CCTV), a large monitor, interactive or electronic whiteboard, or LCD projector which projects the assessment onto a large screen. For test security, test staff must ensure that assessment items are not visible to others. This may require windows to be covered and/or individualized testing. Color overlays (only one blank color) or tinted screens must not obscure any shaded area of the assessment or online items. Graphic organizers must be blank. No directions, words, letters, numbers, symbols, color coding, or text of any kind may be used on them. Graphic Organizers may not clue or guide the student in any manner. **Note: All graphic organizers must be approved by the Office of Student Testing (OST) before each testing window. See your School Test Coordinator (STC) for approval procedures.** Template software must produce only blank templates which may be used electronically or in print and which must not contain directions, words, letters, numbers, symbols, color coding, or text of any kind. Template libraries, hyperlink functions, and access to the Internet must be disabled and the software must be used on a separate device from the online testing device.	Documented Description Recommended	Any format
(continued on next page)				

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **4** ☑ EL ☑ SWD	**Visual Aids**	For the Chemistry EOC/SOL, the paper periodic table of elements has been included as an acceptable Visual Aid. School must ONLY use the approved table from the VDOE website: http://www.doe.virginia.gov/testing/test_administration/ancilliary_materials/science/2010/2010_sol_periodic_table.pdf Periodic tables must be collected after the test is completed, with all other secure testing materials.	Documented Description Recommended	Any format
5 ☑ SWD	**Amplification or Noise-Dampening Equipment** **(Headphones, Ear Muffs or Ear Plugs)**	Assistive listening device such as an FM system, audio trainer, whisper phone, or sound field are included. Student must be tested individually. The student may use noise dampening headphones, ear muffs or ear plugs, but must put them on independently. The equipment may be provided by the school or brought from home (with no wired or wireless capabilities). **SS code: 5A** If a student's equipment (whether amplification or noise-dampening) has internet capacity a special accommodations request must be filed.		Any format
6 ☑ SWD	**Large Print Test**	Only available to students who have a documented visual impairment. Student records answers in test booklet. Examiner/Proctor transcribes answers onto a standard answer document. **Note:** There are no field test items on this version. This test will require fewer student responses than there are spaces on the answer document.	Rule of Transcription	Paper/Pencil format only
7 ☑ EL ☑ SWD	**Test Directions Delivery**	**Written Directions Accompanying Oral Directions:** Students may receive a copy of the bold, "SAY," testing directions from the *Examiner's Manual.* Before being given to the student, the non-bold directions which provide instruction only the Examiner/Proctor must be removed. **SS Code: T500** **Interpreting/Transliterating Test Directions (sign language, cued speech):** Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for testing directions or to interpret/transliterate questions answered by the Test Examiner.	Rule of 2	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
8 ☑ SWD	**Enlarged Copy of Answer Document**	Copy and enlarge answer document.	Rule of Transcription	Paper/Pencil format only
9 ☑ SWD	**Braille Test / Braille Answer Document**	Only available to students who have a documented visual impairment. Different form of test; test comes with specific directions.	Rule of Transcription	Paper/Pencil format only
10 ☑ EL ☑ SWD	**Read-Aloud** (except on the *English: Reading* test)	Student will listen to the test read aloud in English by a test examiner. **Classroom vs. Testing Accommodation Implementation:** In the past, schools have been told that students should not use accommodations during testing that were not used throughout the year. Since it is difficult for schools to provide an online audio accommodation during instruction, it has been determined that it is acceptable for a student to receive the read-aloud accommodation throughout the school year and the audio accommodation during SOL testing. *IEP teams, 504 knowledgeable committees and/or EL committees may choose accommodation code 10 for classroom testing and accommodation code 11 for SOL tests, if this is the case.* **READ-ALOUD OPTIONS** There are two different read-aloud options from which the IEP team, 504 knowledgeable committee, and/or EL committee can choose: **Read entire test aloud –** the entire test is read to the student from beginning to end by the test examiner. **SS Code: 10** **Read on demand –** the student raises his or her hand and the examiner reads the requested word, sentence, or section aloud. **SS Code: 10B*** **TEST ADMINISTRATION FORMAT** **Paper/Pencil Format:** Examiner reads test to student. All students and the test examiner in this group must have the same form of the test. **Online Format:** The student listens to the examiner who reads from his or her own computer.	Rule of 2 Documented Description Recommended	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
		VDOE link for Read-Aloud Guidelines: http://www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf		
11 ☑ EL ☑ SWD	**Audio / Online Audio** (<u>except</u> on the *English: Reading* test)	Students for whom the IEP team, 504 knowledgeable committee, and/or EL committee determines that the audio accommodation is appropriate on the SOL test, practice should be provided with either the VDOE SOL practice items or the audio training test available on the Pearson Access Training Center webpage. **Classroom vs. Testing Accommodation Implementation:** It is difficult for schools to provide an online audio accommodation during instruction, it has been determined that it is acceptable for a student to receive the read-aloud accommodation throughout the school year and the audio accommodation during SOL testing. ***Choose accommodation code 10 for classroom testing and accommodation code 11 for SOL tests, if this is the case.*** **TEST ADMINISTRATION FORMAT** For the 2016 Math, 2017 Reading, 2015 Virginia Studies, Civics and Economics, And Virginia and U.S. HistorySOL tests, the audio accommodation is not available for the following formats: paper, Braille, and large print tests. Students who require this accommodation and are taking the test in one of the above formats, must be provided read-aloud accommodation code 10. (CDs are no longer available for the new standards). **Online Format:** After the test directions are read to the group, students will put on their computer headphones and listen to the test via the audio feature of the computer. **SS Code: 11O** If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response.		Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
12 ☑ SWD	**Interpreting / Transliterating** (<u>except</u> on the *English: Reading* test)	Only available for students who are deaf or have a hearing impairment documented. The interpreter/transliterator must participate in test Examiner/Proctor training required by the school and may have access to the test for review purposes 24 hours prior to the test administration. Due to the nature of the CAT test interpreters cannot have access to the test prior. The interpreter must agree and sign the Test Security Agreement and the Virginia Assessment Program Interpreters Affidavit • Test items may be items interpreted/transliterated directly from assessments (paper or online formats) or from items read to the student by test examiners.	Rule of 2 Rule of 2	Any format Any format
13 ☑ SWD	**Communication Board or Choice Cards**	Must be: • communication board **or** • choice cards to select multiple-choice responses (e.g., A, B, C, D, E, F, G, H, J). The board or cards must rest on the work surface and may not be held by the Examiner. For online testing, practice tests must be used so that both the student and the scribe are familiar with the level of communication required to complete the Technology Enhanced Items (TEI).	Rule of 2 Rule of Transcription Documented Description Recommended	Any format
14 ☑ SWD (continued on next page)	**Read-Aloud** on the *English: Reading* test	**Allowed only for students with either:** • **a visual impairment (including blindness) or** • **a specific disability that severely limits or prevents them from decoding text.** **IEP teams or 504 knowledgeable committees must fill out the *Read-Aloud Criteria* form (IEP 326) or 504 Plan *Read-Aloud Accommodation Criteria* form (SS/SE-274) if considering this accommodation for the *English: Reading* SOL test. In the case of EL/SWD (dually identified) students who meet the special education criteria, it must be noted on the ELSAPP as well.** Student listens to the test read aloud by a test examiner.	Rule of 2 Documented Description Recommended Criteria Form Required	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **14** ☑ SWD	**Read-Aloud** on the *English: Reading* test	**Classroom vs. Testing Accommodation Implementation:** It is difficult for schools to provide an online audio accommodation during instruction, it has been determined that it is acceptable for a student to receive the read-aloud accommodation throughout the school year and the audio accommodation during SOL testing. ***IEP teams or 504 knowledgeable committees may choose accommodation code 14 for classroom testing and accommodation code 15 for SOL tests, if this is the case.*** **READ-ALOUD OPTIONS** There are two different read-aloud options from which the IEP team or 504 knowledgeable committee can choose: **Read entire test aloud –** the entire test is read to the student from beginning to end by the test examiner. **SS Code: 14*** **Read on demand –** the student raises his or her hand and the examiner reads the requested word, sentence, or section aloud. **SS Code: 14B*** **TEST ADMINISTRATION FORMAT** **Paper/Pencil Format:** Examiner reads test to student. All students and the test examiner in this group must have the same form of the test. **Online Format:** The student listens to the examiner who reads from his or her own computer. **VDOE Link for Read-Aloud Guidelines:** http://www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf ** See note at end of this document*	Rule of 2 Documented Description Recommended *Criteria Form Required	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
15 ☑ SWD (continued on next page)	**Audio / Online Audio** on the *English: Reading* test	**Allowed only for students with either:** • **a visual impairment (including blindness) or** • **a specific disability that severely limits or prevents them from decoding text.** **IEP teams or 504 knowledgeable committees must fill out the *Read-Aloud Criteria* form (IEP 326) or 504 Plan *Read-Aloud Accommodation Criteria* form (SS/SE-274) if considering this accommodation for the *English: Reading* SOL test. In the case of EL/SWD (dually identified) students who meet the special education criteria, it must be noted in the ELSAPP as well.** Student listens to the test delivered by using the audio format. The student has control of the media player. The audio accommodation looks different depending on the testing format. **Paper/Pencil Format:** Only available for Writing, Science, World History 1 and 2 SOL tests. Paper/pencil test takers should be grouped separately from other test takers, in a group labeled "audio CD." Each student is provided a CD of the test to be administered. **SS Code: 15A*** **Online Format:** After the test directions are read to the group, students will put on their computer headphones and listen to the test via the audio feature of the computer. **SS Code: 15O***	Criteria Form Required	Any format
	Audio / Online Audio on the *English: Reading* test	Students for whom the IEP team or 504 knowledgeable committee determines that the audio accommodation is appropriate on the SOL test, practice should be provided with either the VDOE SOL practice items or the audio training test available on the Pearson Access Training Center webpage. Students who typically use audio cassettes, CD players, or test readers for classroom assessments, and will use the online audio accommodation during the SOL test, should be coded for accommodation code 15.	Criteria Form Required	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
		During the school year, students must utilize audio materials that follow the VDOE read-aloud guidelines on a consistent basis during daily instruction. The use of audio materials in the classroom during the year will satisfy the eligibility requirements for this accommodation. If a student needs clarification of what was heard on the audio test, the Examiner may repeat or read anything on the screen that is requested by the student but with caution not to inadvertently disclose a response. *See note at end of this document*		
16 ☑ SWD	**Interpreting / Transliterating** on the *English: Reading* test	A student who is deaf or has a hearing impairment may be found eligible for the interpreting/transliterating* accommodation because of difficulty hearing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. • If a student who is deaf or hearing impaired is found eligible for the interpreting/ transliterating accommodation because his or her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his or her method of communicating. • If the student depends on speech reading in addition to audition for comprehension, the read-aloud accommodation should be done face-to-face and recorded or proctored. *Interpreters/Transliterators may be used for students who are deaf or have a hearing impairment and who have interpretation documented as an accommodation in their IEP or 504 Plan. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, questions regarding the mechanics of testing directed to and answered by the Examiner, and test items. The interpreter/transliterator must participate in test Examiner/Proctor training required by the school and may have access to the test for review purposes 24 hours prior to the test administration. Due to the nature of the Computer Adapted Tests (CAT) test interpreters may not	Rule of 2	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
		have access to the test prior. The interpreter must agree and sign the Test Security Agreement and the Virginia Assessment Program Interpreters Affidavit.		
17 ☑ EL	**Bilingual Dictionary**	Must be a commercially produced paper "word to word" dictionary (not student made and no electronic devices). Picture dictionaries and thesauruses are not allowed. Content specific or specialized bilingual dictionaries are not allowed. May be used alone or with the English Dictionary (accommodation code 29).		Any format
18 ☑ EL ☑ SWD	**Examiner Records Responses**	Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, or by selecting the answer online, may have an examiner/proctor record their responses. The student may mark in the test booklet, respond verbally, point, or otherwise indicate a response. The examiner must transfer the student's responses to the regular answer document or select them on the student's computer workstation. If the student marks in his or her own test booklet, the answers are transcribed onto the answer document. The student may give the examiner directions on how to respond to online Technology Enhanced Items (TEI) by responding verbally, pointing, or otherwise indicating his or her answers. The student may ask the school official to perform tasks that may include: • Writing on the student's scratch paper; • Using manipulatives; • Completing each step of mathematical or scientific calculations, with or without the use of a calculator; and • Manipulating TestNav features/tools.	Rule of 2 Rule of Transcription Documented Description Recommended	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
		If the student responds verbally, points, or otherwise indicates a response, the student must be assessed individually and the session must be recorded or proctored.		
19 ☑ SWD	**Math Aids** (Math Tests only)	Do not code if using math manipulatives that all students are allowed to use for the test. Approved math aids include items such as: colored shapes, number lines, and fraction circles. Math Aids may be used with a "sheet protector" or other clear overlay to permit the student to use a marker with the Math Aid. Test Security- students must be tested individually or with a physical barrier between testers must be used. **VDOE link for comprehensive list of acceptable math aids:** http://www.doe.virginia.gov/testing/participation/math_aids_accommodations_revised_9_19_17.pdf	Documented Description Recommended	Any format
20 ☑ SWD (continued on next page)	**Specific Verbal Prompts**	The examiner is permitted to use Specific Verbal Prompts to help SWD remain focused on completing the SOL assessment. The following statements are the only prompts that may be used with students to help them remain focused during SOL tests: • "Please continue with your test." • "Keep working." • "Keep going." • "Focus." • "Stay focused." The IEP team or 504 knowledgeable committee must select from these five phrases the specific verbal prompt(s) which will be used. The specific verbal prompt(s) selected must be documented in the IEP or 504 Plan. If an IEP team or 504 knowledgeable committee wants to use a Specific Verbal Prompt which isn't listed above, the prompt must be	Rule of 2 Documented Description Recommended Rule of 2 Documented Description Recommended	Any format Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **20** ☑ SWD	**Specific Verbal Prompts**	approved by VDOE using the Special Assessment Accommodation Request form. The student must be tested individually to ensure that other test takers are not distracted.		
21 ☑ SWD	**Response Devices**	**Brailler:** A student who is blind or has low-vision may use a braille writer to record responses to the short-paper component of the *Writing* test or to record answers to multiple-choice questions on the SOL tests. If a student has written his or her response to the *Writing* assessment with a Braillewriter and has used contracted Braille, the transcriber must request the student spell the English words. **SS Code: 21** **Word Processor SS Code: 21A or Word Processor with Speech-to-Text SS Code: 21B:** (available on the short-paper component of the *Writing* test only). To be eligible for this accommodation, documentation must exist indicating the student uses a word processor or word processing device with speech-to-text for his or her written classwork. The student may use a hand-held "spell checker" (*accommodation code 23 must be checked in the IEP or 504 Plan*) or the spell checking capacity of the word-processor can be used, but the student must not be prompted to use it. The student may edit his or her short-paper on the word processor or use a printed copy. If the speech-to-text capability of a word processor is used, the student must be assessed individually. Automatic corrections, thesaurus, and grammar check features must be disabled. When using the online format, two separate devices must be made available to the student. The student must first use one device to log into TestNav to access the prompt and the Checklist for Writers. The other device will be used as a word processor to compose the short paper. This device must not be connected to the internet or the device's internet access must be disabled during the test session.	Rule of 2 Rule of Transcription Documented Description Recommended	
(continued on next page)				

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **21** ☑ SWD	**Response Devices**	**Word Prediction Software:** Word prediction software may be used for the *Writing* test, but "predict ahead" and "predict in-line" must be disabled. Word prediction and/or selection is limited to selections of single words. The software should not provide phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to "predict ahead" sentence structure. Software must not provide prompting for spell checking, grammar checking, predicting ahead of phrases, or word choices, and must not make use of a thesaurus. Speech Settings must be disabled. **SS Code: 21** When using audio features of *Write:OutLoud*, *Read&Write*, or *Microsoft Word*, please also indicate accommodation code 30 (Read Back Student Response). **Guidelines for Word Prediction Software Using the Online Format of the Short-Paper Component:** When using the online format, two separate workstations must be made available to the student. The student must first use one workstation to log into TestNav using his or her Student Authorization ticket to access the prompt and the Checklist for Writers. The other workstation will be used to compose his or her short-paper using word prediction software. The student's short-paper is then typed into the response area in TestNav. As specified in the IEP/504 Plan, the student may transcribe his or her own paper into TestNav, or it may be transcribed and verified by school staff. Follow the guidelines for Transcription of Students' Answers. The student's work must be deleted from the additional device and must be kept in either paper format or on a CD/flash drive.	Rule of 2 Rule of Transcription Documented Description Recommended	
22 ☑ SWD (continued on next page)	**Augmentative Communication Device**	Devices that produce students' responses verbatim may only be used; same procedures for accommodation code 21 should be followed. **Note: If using word prediction tools within an augmentative communication device, code this under accommodation code 21 for word prediction software.**	Rule of Transcription Rule of 2 Documented Description Recommended	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **22** ☑ SWD	**Augmentative Communication Device**	When using the online format, two separate devices must be made available to the student. One device will be the testing device where the student will use his or her Student Authorization ticket to log into TestNav to access the multiple-choice component or the short-paper component of the test. The other device will be the augmentative communication device. The student must not have access to the Internet or any other software during the testing session. **Multiple Choice/Technology Enhanced Items (TEI) component –** prior to the assessment, the student and scribe should use the augmentative communication device to complete practice items which include TEI. Based on these practice sessions, staff may use the vocabulary software of the augmentative communication device to create preset word banks of "direction" words which will allow the student to direct the scribe to complete TEI items. The word bank may include words such as "select," "drag," "drop," "up," "down," "right," "left," etc. Additionally, the student may use a preset template to select multiple-choice letter responses. The student may not have access to subject-linked vocabulary options within the augmentative communication device. The student must use the QWERTY keyboard to provide his or her response for "fill in the blank" TEI. **Short-paper component of the *Writing* test –** the student may use the augmentative communication device to type the short-paper using the QWERTY keyboard. The student may not have access to subject-linked vocabulary options of the augmentative communication device. The spell checking capacity of the augmentative communication device may be used, but the student must not be prompted to use it. If a word prediction feature is used, it must provide only single words (not phrases) triggered by the letters chosen by the student. The word options may not be linked by subject. The student may not use any automatic correction, thesaurus, or grammar check features. The student must be tested individually.	Rule of Transcription Rule of 2 Documented Description Recommended	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
23 ☑ SWD	**Spelling Aids** (Short-paper component of the *Writing* test only)	Spelling aids include spell checkers and spelling dictionaries. The spelling aid must meet the criteria established by VDOE. **Allowed:** • If the spell checker allows for the selection of a dictionary, a dictionary appropriate to the student's grade level should be selected. • It should only contain the word lists in alphabetical order. • A spelling dictionary may be a commercial product as long as there are no hints or clueing included. • A spelling dictionary could also be a teacher or student-made personal spelling dictionary with words that the student uses in his or her writing. **Not Allowed:** • Spell checkers may not automatically correct words or provide prompting for spell checking. • Automatic correction, prompting for spelling, and/or access to a thesaurus must be disabled. • It must not contain spelling rules, punctuation rules, words used in sentences, pictures, or other clueing.	Documented Description Recommended	Any format
24 ☑ SWD	**Dictation to a Recording Device** (Short-paper component of the *Writing* test only)	For student use only for pre-writing/draft composition. Final short-paper may not be transcribed from a recording device by school staff. Student must be tested individually.		Any format
25 ☑ EL ☑ SWD (continued on next page)	**Dictation to a Scribe** (Short-paper component of the *Writing* test only)	The student must be tested individually. The student will dictate in English (or may use an augmentative communication device with English auditory output) to a school official (scribe) who will transcribe it onto the student's answer document or online test screen. The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. The process between student and scribe should be established and follow the process used in the classroom. The IEP or 504 plan should specify how the scribing will be completed.	Rule of 2 Rule of Transcription Documented Description Recommended	Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **25** ☑ EL ☑ SWD	**Dictation to a Scribe**	**Online format:** As the student dictates, the scribe may type directly into the response area of the student's short-paper component in TestNav. The student may revise/edit within the response area and submit the test when finished; **or** The scribe may type the student's response on a word processor using a different computer as the student dictates. The student may revise/edit the short-paper on the word processor or a printed copy. A final paper copy is printed and used for transcription into the response area in TestNav; **or** The scribe may hand write the student's response as the student dictates. The student may revise/edit the short-paper on the hand written copy. The final short-paper is then transcribed into the response area in TestNav. Student must be tested individually.	Rule of 2 Rule of Transcription Documented Description Recommended	Any format
26 ☑ SWD	**Calculators and Arithmetic Tables** (when not allowed by test) (Grades 3-7 *Math* tests only)	Students may use calculators (including Desmos) and arithmetic tables on sections of the SOL assessments in which a calculator is not allowed, if the student is eligible based on the calculator accommodation criteria. Arithmetic tables and charts are defined as tools that serve the same function as a simple calculator. Examples include multiplication charts, addition charts, subtraction charts, or division charts. This accommodation allows the use of a calculator on portions of the test where a calculator is not normally allowed: • Grade 3 for use on the entire test. • Grades 4-7 for use on the NON-calculator portion of the test.	Criteria Form Required Documented Description Recommended	Any format
27 ☑ SWD (continued on next page) (continued from previous page)	**VDOE Approved Special Accommodation Request**	Some students with disabilities may require accommodations beyond those listed in this chart to access the SOL assessments. Please contact your School Test Coordinator or Assessment Coach to submit the *Special Assessment Accommodation Request* form. Requires following the procedures outlined for requesting a special accommodation and approval from VDOE.	Documented Description Required	

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
27 ☑ SWD	**VDOE Approved Special Accommodation Request**	**Procedure:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/1819/documents/PROCEDURESpecAcommReqFCPS.pdf **Quality Checklist:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/1819/documents/CHECKLISTSpecAcommReqFCPS.pdf	Documented Description Required	
28 ☑ SWD (continued on next page) (continued from previous page)	**Calculator with Additional Functions** (Grades 4-8 and EOC *Mathematics* tests and grades 5, 8 and EOC *Science* tests only)	Calculators with additional functions are calculators with mathematical functions designed to accommodate a student's disability. Calculators with additional functions are calculators other than those routinely supplied to students on the SOL *Mathematics* tests. To prevent the use of calculators with additional functions which exceed those used to accommodate a student's disability, the following guidance must be used when selecting calculators with additional functions for eligible students with disabilities. **Allowed:** Calculators with additional functions are allowed if the additional mathematical functions are required for the student to access the SOL assessment and are directly related to the student's disability. Both the disability and the corresponding additional functions must be clearly documented in the justification statement of the appropriate *Calculator Accommodation Criteria* form. The justification statement should explain the disability as it relates to mathematics and provide a rationale as to why the additional functions are necessary. **Calculators with Accessibility Features**: These features include a large display, large buttons, and/or audio capabilities. The calculator must have the same mathematical capabilities as those on the approved calculator list. **Calculators with Additional Mathematical Capacity:** Calculators with additional mathematical capacity designed to address a student's disability.	Criteria Form Required	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
28 ☑ SWD	**Calculator with Additional Functions** (Grades 4-8 and EOC *Mathematics* tests and grades 5, 8 and EOC *Science* tests only)	**Not Allowed:** Calculators with additional functions: • that are not related to the student's disability; • that provide an unfair advantage to the student; • designed solely to enhance student performance; or • designed to compensate for below grade level mathematical skills. An approved list of calculators can be found at: http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/calculators/approved_calculators_sol_tests.pdf	Criteria Form Required	Any format
29 ☑ EL ☑ SWD (continued on next page)	**English Dictionary**	SWD: (Short-paper component of the <u>online</u> *Writing* test only **and** only if the student cannot access the online spell check tool or other permitted spelling aid.) Because an English dictionary may provide definitions of subject specific vocabulary that EL students are expected to know (e.g., median, simile) for the SOL tests, the use of this accommodation should be carefully considered. **Not Allowed:** • Picture Dictionary • Thesaurus • Specialized or content specific dictionary • Electronic dictionary • Altered with hand-written notes in the margins or include additional materials, such as class notes. The English dictionary testing accommodation may be used alone or with the bilingual dictionary testing accommodation on non-writing SOL tests. The EL committee is responsible for determining testing accommodations and must specify all testing accommodations in the ELSAPP.		Any format

Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **29** ☑ EL ☑ SWD	**English Dictionary**	May be used alone or with accommodation code 17: Bilingual Dictionary. If a student requires the use of an electronic dictionary to access the online short-paper component of the Writing test, a *Special Assessment Accommodation Request* must be submitted.		Any format
30 ☑ SWD (continued on next page)	**Read Back Student Response** (Short-paper component of *Writing* test only)	The IEP or 504 Plan must clearly document whether the short-paper response will be read back by a test examiner or from a workstation equipped with text-to-speech capabilities. In addition, the read-back accommodation must be provided as part of the student's regular instruction. **By a Test Examiner:** • The student must be tested individually. • The student may request any portion of the draft and/or final short-paper to be read back as often as necessary. • The examiner must read the student's response back verbatim without providing assistance. • All read-back sessions must be audio or video recorded or proctored. Video recording is required if an interpreter is used to sign the test examiner's read back. • The final short-paper must be written on the regular answer document or entered into the online test's response area in TestNav. **By a Workstation with Text-to-Speech Capability:** • Two separate workstations must be made available to the student. The student must first use one workstation to log into TestNav using his or her Student Authorization ticket to access the prompt and the Checklist for Writers, and the other workstation will be used to compose his or her short-paper using a program with text-to-speech capabilities. • The examiner must not provide any assistance. • Automatic correction, thesaurus, or grammar check must be disabled.	Rule of Transcription Documented Description Recommended	Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
(continued from previous page) **30** ☑ SWD	**Read Back Student Response** (Short-paper component of *Writing* test only)	• The short-paper response must be printed and transcribed to the regular answer document or into the online test's response in TestNav by school staff. • The device must not be connected to the internet or the device's internet access must be disabled during the test session. • A document stating that the printed response to the writing prompt is entirely the student's work and that no "automatic correction, thesaurus, or grammar checker features" were used must be signed by the test examiner and proctor. • The student's work must be deleted from the additional device and must be kept in either paper format or on a CD/flash drive.	Rule of Transcription Documented Description Recommended	Any format
31 ☑ EL ☑ SWD	**Flexible Schedule**	**Time of Day:** The student is assessed during the time of day that is most appropriate for the student. **SS code: 31#** **Order of the Tests:** The order of tests administered is based what is most appropriate for the student. **SS code: 31A#** **Planned Breaks during Testing:** The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. Breaks must be supervised. Test security must be maintained at all times. Staff must work together to establish the procedure for notifying the student to begin and end their break. **SS code: 31B#**	Documented Description Recommended	Any format
32 ☑ SWD	**Setting**	**Location:** The test is administered in an alternate location to minimize distractions for the student or the student is assessed in a non-school setting. Documented Description Required. **SS code: 32# or T400** **Adaptive or Special Furniture:** The student uses adaptive or special furniture during the assessment such as balance balls, cushions, or raised desk surface. **SS code: 32A#** **Special Lighting:** The lighting in the testing room may be modified based on what is most appropriate for the student. **SS code: 32B#**	Documented Description Recommended (Required for location)	Any format
A ☑ SWD	**Plain English *Mathematics* Tests**	**For students re-taking assessments based upon the 2009 mathematics standards only:** Use of the Plain English *Mathematics* test for Grade 8 (high school only) and the EOC *Algebra I* test as an accommodation is available to SWDs as specified in their IEPs or 504		Any format

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Accommodation Codes and Eligibility	Accommodations	Implementation Requirements	REQUIRED Procedures	Test Format
☑ Eligible EL (continued on next page) (continued from previous page) **A** ☑ SWD ☑ Eligible EL	**(2009 Standards only)** **Plain English *Mathematics* Tests (2009 Standards only)**	Plans. (Reduced/simplified language accommodation must be necessary in daily instruction and on classroom assessments.) The Plain English *Mathematics* test can only be used for certain EL students who meet the eligibility requirements: • Previously passed Algebra 1 course prior to Spring 2019 and a math verified credit for graduation. • Enrolled in grades 9-12 and have an overall proficiency level within the range of 1.0-3.5. With the introduction of the 2016 Math Standards, this accommodation is no longer available. ALL questions have been written using Universal Design. It remains available for students <u>retaking</u> SOL tests based on the 2009 Standards: *Algebra 1* or Grade 8 *Math* SOL (high school only).		Any format
B	**Non-Standard Accommodation**	Only selected if directed by the Office of Student Testing.		

IMPORTANT NOTE: For the End-of-Course (EOC) *Reading* test, under certain circumstances students with disabilities and eligible English Learners may receive the read-aloud or audio accommodation (accommodation code 14 or 15) even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud or audio accommodation on the *Reading* Assessment. To qualify, the student must meet <u>all</u> of the following criteria:

• the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
• the student's IEP/504 Plan or ELSAPP lists the read-aloud or audio accommodation for other tests; and
• the student receives the read-aloud or audio accommodation in the classroom.

For SWD use of this accommodation must be discussed by the IEP or 504 team and the student's IEP or 504 Plan must be addended to indicate this change.

Details can be found at: http://www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf or
http://fcpsnet.fcps.edu/ssse/SpecialEducation/assessment/documents/ReadingEOC-SOLchart.pdf

The read-aloud or audio accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student's test with accommodation codes 14 or 15 <u>and</u> B, the test must be marked as retest on the *Student Test Details* screen in PearsonAccess^{next}.

NOTE: If a student passes the EOC *Reading* test using a non-standard accommodation, the student is considered to have passed for the purpose of earning a verified credit toward graduation. However, the school will not receive credit for accrediting purposes.

Adjustment to Testing Condition

The following adjustments to the conditions under which an SOL test may be administered are available to <u>**all**</u> students (including general education students) as needed:

Adjustment to Testing Condition	Examples/Guidance
Group Size	Students may be tested individually or in small groups with the size of the group determined by the STC/AC.
Environmental Modifications	Students may be tested with modifications to the environment to include amount or type of lighting, noise buffers, and/or the use of a study carrel. The student may <u>not</u> be issued any kind of accessory to modify the environment. Such accessories include but are not limited to: headphones, ear muffs, ear plugs, ticking clocks, egg timers, fidget items, stress balls, toys, music, or "soothing" sounds during testing.
Large Diameter Pencil, Pencil Grip	If a large pencil is used on a paper answer document, it must contain #2 lead.
Assistance with Directions	Examiners may simplify or clarify the "SAY" directions which are read to students that explain how to take the test. These directions are in the *Examiner's Manuals* and their *Supplements*. Examiners/Proctors may <u>not</u> provide assistance with directions for "live" test items that are within the student's test.
Student Reading His or Her Own Test Out Loud	For any student who needs to hear himself or herself read aloud, the student must be tested individually. The student can then read the test aloud without interaction from the examiner. The student may <u>not</u> be issued any kind of accessory including but not limited to a "whisper phone" or recording/playback device. The student may NOT read to the examiner/proctor.

Adjustment to Testing Condition	Examples/Guidance
Health Management Device	The *Health Management Device* form must be completed for each student with a documented health need who requires the use of an electronic health management device (e.g., continuous glucose monitor, phone with the Dexcom app) which has internet connectivity or the ability to connect to another device. **Procedure:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/documents/ProcedureHealthManagDevReqFCPS.pdf **Quality Checklist:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/documents/CHECKLISTHealthManagDevReqFCPS.pdf **Note:** If a device was previously approved through the *Special Assessment Accommodation Request* process, the school does not need to resubmit unless there is a change in the device/operating system/app.
Hearing Aids with Internet-Connected Device	The Hearing Aids with Internet-Connected Device Form must be completed for a student who requires hearing aids that must be connected to an Internet-enabled device, such as a smart phone, during the administration of a SOL test. **Procedure:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/documents/PROCEDUREHearingAidswICDReqFCPS.pdf **Quality Checklist:** http://fcpsnet.fcps.edu/pla/ost/test_admin/sol/documents/CHECKLISTHearingAidswICDReqFCPS.pdf

PLEASE NOTE: A student with an identified disability or identified as EL who has passed a SOL assessment utilizing any of the above mentioned accommodations has passed for all purposes.

Please review the examiner's manual for each test being administered to ensure that an accommodation is available on the test, review how to implement the accommodation, and review how to document the accommodation on the student's answer document.

<u>Retired SEA-STARS Codes</u>:

Periodically, the SEA-STARS system is updated to align with clarifications from VDOE and certain accommodation codes are retired and no longer available for IEP teams to select. However, these codes are still active for certain students and test administration staff will need to administer the accommodation for the student. The chart below details these codes.

Retired SEA-STARS codes	Description of their intended implementation
1 – prev	Flexible Schedule (previous)
10	Reading in English/online audio of test items

18	Mark in test booklet or student responds verbally
21	Respond by word processor, word prediction software, or Brailler
A	Reduced / simplified language "Plain English"
T400	Administer Test in Alternate Location
T500	Provide Copy of Written Directions from Examiner's Manual
T700	Access to Markers, Highlighters, Colored Pens/Pencils
Key for symbols associated with these codes:	**Description of required procedures referenced by the symbol**
#	Documented Description Recommended
*	Read Aloud criteria form must be completed and student must meet criteria to receive accommodation.
**	Calculator criteria form must be completed and student must meet criteria to receive accommodation.

If you have questions regarding accommodations for SOL testing, please contact:

Department of Special Services

Michelle Henry	Specialist, ESY and Assessment	571-423-4827
Debbie Miller	Specialist, ESY and Assessment	571-423-4382
Amber Terry	Specialist, ESY and Assessment	571-423-4764
Andrew Guillen	Specialist, IEP	571-423-4818
Kathy Murphy	Specialist, Section 504	571-423-1304
Jennifer Carr	Specialist, ATS	703-802-7883

Office of ESOL Services

ESOLPosting@fcps.edu

Or have your School Test Coordinator (STC) or Department Chair contact:

Office of Student Testing

OST_TestAdmin@fcps.edu

Tammi Butler	Specialist, Test Administration	571-423-1419
Ashley Moeller	Specialist, Test Administration	571-423-1417
Brandon Robertson	Specialist, Test Administration	571-423-1416
Alison Ware	Specialist, Test Administration	571-423-1403