



TerraNova NEXT

Accommodations Supplement

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ACCOMMODATIONS SUPPLEMENT FOR *TERRANOVA* ASSESSMENTS

Purpose of This Supplement

This supplement provides the information needed to accurately record the testing accommodations for students who use accommodations with *TerraNova* assessments. Additionally, this supplement shows how to record the accommodations in the Multiple Student Upload (MSU) file for online or print-based administration, and on the student-identifying information grids in the student test books or answer documents, when necessary.

This supplement must be used in combination with the specific Test Directions for Teachers for the assessment being administered. Test Coordinators, teachers, and others who will coordinate or administer assessments for students who use accommodations must become thoroughly familiar with both the appropriate Test Directions for Teachers and this supplement.

Role of Professional Standards

Data Recognition Corporation (DRC) strictly adheres to the accessibility and fairness standards in the American Educational Research Association (AERA), American Psychological Association, and National Council on Measurement in Education's *Standards for Educational and Psychological Testing* (2014, hereafter referred to as the *Standards*). The *Standards* require that, "where appropriate and feasible," test accommodations should be made available to examinees "to remove construct-irrelevant barriers that otherwise would interfere with examinees' ability to demonstrate their standing on the target constructs" (p. 67).

The *Standards* further require documentation of the "standard provisions for using the accommodation and for monitoring the appropriate implementation of the accommodation" (p. 67). Therefore, DRC recommends that federal, state, and local educational authority policies and procedures that regulate how specific accommodations are determined for individual students be used in conjunction with this supplement to ensure that students are afforded full access to the appropriate accommodations available to support *TerraNova* examinees. The assignment of accommodations and other designated supports should follow expert judgments regarding the specific accommodations that are allowed for individual students in their Individualized Education Program (IEP)/Student Success Plan (SSP), 504 Plan, or English Learner (EL)/Multilingual Learner (ML) classifications.

What Are Assessment Accommodations?

Assessment accommodations are changes in procedures or materials that increase equitable access during an assessment. These accommodations change how a student is tested but do not change what a test measures, nor the validity of the results.

Providing appropriate testing accommodations removes barriers that would otherwise prevent students from demonstrating their knowledge and skills. Students with accommodations are required to take the same assessment and reach the same level of proficiency as their peers.

Assessment accommodations must be used in accordance with state and/or district policy. If a student has an IEP/SSP, a 504 Plan, or an EL/ML classification, the use of accommodations must be consistent with it. Any accommodation that a student uses in testing should be one with which the student has experience and is adept.

TerraNova Assessment Universal Tools, Designated Supports, and Accommodations

There are three types of student accessibility features for *TerraNova* assessments: Universal Tools, Designated Supports, and Accommodations.

Universal Tools

Universal tools are online tools that are available to all students and are “on for all,” meaning they are available by default and are not required to be pre-marked in the DRC INSIGHT Portal, the student-identifying information grid, or in the MSU file. For *TerraNova*, the following universal tools are available:

- Pointer
- Cross-Off
- Highlighter
- Sticky Notes
- Magnifier
- Line Guide
- Mark for Review (Flag)
- Color Choices
- Color Contrast
- Reverse Contrast
- Masking
- Measurement tools for designated math items (in levels 13–18):
 - Calculator (Part 2 only)
 - Ruler (if applicable)

Designated Supports

Designated supports are locally approved supports for students when a need has been identified by the student's educator or team.

The following designated support must be recorded in the MSU for it to be turned on and available to the student who is testing online:

- Text-to-Speech (TTS) for
 - *TerraNova* NEXT and Complete Battery: Math, Language, Science, Social Studies

Note: TTS is not available for the Reading test.

- InView: all subject areas and levels

Other designated supports are school/district provided and do not need to be identified in the MSU. However, schools/districts may choose to document such supports in the MSU and/or the student-identifying information grid via use of special codes (K–P). They may include, but are not limited to: translations, simplified test directions, or read-aloud for Math, Language, Science, and Social Studies (for students who are testing via paper/pencil).

Accommodations

Accommodations provide changes to the format of a test (i.e., large print or braille), the administration procedure (e.g., extended time), the student response method (e.g. communication device), or the setting (e.g., small group, special lighting).

It is not the purpose of this supplement to recommend specific accommodations that might be appropriate for individual students. Designated school professionals, typically the student's IEP/SSP team or other instructional team, must determine appropriate accommodations on an individual basis. There should be a clearly articulated purpose for using any accommodation based on the student's current level of functioning, learning characteristics, and individual needs. State and/or district policy must always dictate the specific determination and implementation of accommodations.

As noted above, assessment accommodations are determined by the student's team and should be implemented as such.

The following assessment accommodations must be recorded in the MSU file:

- Braille (print-based administration only)
- Large Print (print-based administration only)
- Extended Time 1.25
- Extended Time 1.50
- Extended Time 2.00

If there are any other accommodations that a school/district would like to track (e.g., questions and/or answers read aloud on a reading test, student responses captured via scribe or audio recording, small group setting), they may use the program defined special codes K–P on the MSU and/or the student-identifying information grid. Again, this is optional, based on local decision, and implemented by the school/district.

Planning for the Use of Assessment Accommodations

It is important to plan carefully for students who will use accommodations. This will ensure that

- students can use the specified accommodations as planned, efficiently and without interruptions.
- students using accommodations are not singled out or unduly distracted.
- other students are not distracted by students using accommodations.

For example, if a student will have the test read to them (Read Aloud), be sure that the test administrator is familiar with the test directions, that there is an individual uninterrupted space available, and that the test administrator and the student have a clear method for communicating with each other during the assessment.

Also, try to determine which students might be grouped together for testing—for example, those who will use approximately the same amount of extra testing time. Consider the accommodations that students in your class, school, or district will be using to ensure the most efficient test administration.

Instructions for Initiating and Documenting Accommodations and Designated Supports

Multiple Student Upload (MSU) File

The information in the MSU will initiate which accommodation or designated support needs to be available for each student.

The information must be loaded into the MSU for any student who will need:

- Text-to-Speech (TTS)
- Extended Time 1.25
- Extended Time 1.50
- Extended Time 2.00
- Braille
- Large Print

Student-Identifying Information Grid (Paper/Pencil only)

The student-identifying information grid, on which student demographic information is bubbled, may also be used to capture additional accommodations or designated supports at the local level.

Lower-Left Corner of the Student-Identifying Information Grid

- Program Section—On the student-identifying information grid, fill in the circles that apply.
 - IEP/SSP—Fill in this circle if the student has an Individual Education Program or Student Success Plan.
 - 504—Fill in this circle if the student has a 504 Plan.
 - EL/ML—Fill in this circle if the student is classified as having English Learner (EL)/Multilingual Learner (ML) status.
- Program Defined Special Codes—On the student-identifying information grid, fill in the circles that apply. (Optional)
 - In this section, the column headings are K, L, M, N, O, P. A school/district may determine what each of these codes represent. This may be where a school/district decides to record certain accommodations or designated supports.

Adding/Editing Student Data Post-Testing

If student profile information, including accommodations, needs to be added post testing, please refer to the Student Management section of the DRC INSIGHT Portal User Guide for *TerraNova*. This guide is available on the Portal in the Documents section under General Information.

References

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

