

Dear Special Education Teachers and Related Service Personnel,

As we begin to write our IEPs this year for accommodations for the classroom and for the State/District-wide group assessments below is a reminder of what types of accommodations we should document on the IEP based on the students performance of tests throughout the year.

There are four types of overall categories for accommodations on the Oklahoma Core Curriculum Tests (OCCT) or the End of Instruction (EOIs)--- group assessments for students with disabilities:

- 1 = Setting
- 2 = Presentation
- 3 = Timing/Scheduling
- 4 = Response

A **small group** accommodation falls under number 1 = **Setting** (small group is defined for group assessments as no more than 5 students). If I have small group on my IEP, then that means for every test that is given in the regular classroom setting---I get to leave my class and come down to a small group setting (probably the resource room or maybe even in the counselor's office). I take my class test in small groups on a regular basis. If this is happening, then I can have the small group setting accommodation on the OCCT/EOI group assessments. The possible reason for this accommodation is that I get distracted by other

people when I take my tests in a large group, or it could be that I get overly anxious in a large group and I appear calm in a small group setting.

If the student has their **test read to them**, then this accommodation falls under number 2 =

Presentation. I can be in a large group and do fine; however, I really struggle to read and I need to have test items read to me (of course as long as I am not in the section of the test that is measuring Reading). In this situation I can be in a group of 30 kids, but the Test Administrator is reading the test questions and each of the possible multiple choice answers. Also, every test I took this school year the regular teacher in the classroom read my test to me or I went down to the special ed resource room and had my test read to me. Again, this presentation accommodation was happening on a regular basis.

Note: If I just need my test read to me, then I do NOT need to have "small group" as an accommodation written on my IEP. Just simply write "Read test items if test is not measuring reading."

Allowing me to have **frequent breaks during the test** falls under number 3 = **Timing/Scheduling**. Again, this is an accommodation that I do every time I take a test during the school year---on a regular basis I am given frequent breaks during the test.

I have a tough time tracking visually with small print, so I have written on my IEP that I can **mark my answers on the test and I do not have**

to respond on a Scantron---this accommodation falls under number 4 = **Response**. Once again, I do this on a regular basis during the school year. Teachers do not give me a Scantron, I simply answer on the test itself every time I take a test during the school year.

I hope these examples help you in writing accommodations this year for the OCCT/EOI. The main thing to remember is that the accommodation you write on the IEP **MUST be given on a regular basis** throughout the year in order for the student to be allowed this accommodation on the OCCT or EOIs.