

## New York State Alternate Assessment (NYSAA)

### Possible Test Accommodations Listed on the NYSAA Student Page

Teachers are required to list any test accommodations appearing on a student's Individualized Education Program (IEP) on the NYSAA Student Page. If there are no test accommodations listed on a student's IEP then nothing should be recorded on the NYSAA Student Page under Test Accommodations. The chart below lists some of the possible test accommodations that might be listed on a student's IEP.

**Note: Accommodations that provide prompts, cues, or refocusing are allowable but affect the student's Level of Independence score on NYSAA.**

<b><u>Flexibility in Scheduling/Timing</u></b>	<b><u>Method of Presentation</u></b>	<b><u>Method of Response</u></b>
<p>Extended Time Administer with Breaks Administer in Successive Sessions Administer over Multiple Days</p>	<p><i>Revised test format</i></p> <ul style="list-style-type: none"> <li>○ Braille editions of test *</li> <li>○ Large type editions of test</li> <li>○ Increased spacing between items</li> <li>○ Increased size of answer blocks/bubbles</li> <li>○ Reduce number of items per page</li> <li>○ Multiple choice items in vertical format with answer bubbles to the right of response choices</li> <li>○ Presentation of reading passages with one complete sentence per line</li> </ul> <p><i>Revised test directions</i></p> <ul style="list-style-type: none"> <li>○ Directions read to student</li> <li>○ Directions reread for each page of questions</li> <li>○ Language in directions simplified</li> <li>○ Verbs in directions underlined or highlighted</li> <li>○ Cues on answer form (e.g., arrows and stop signs)</li> <li>○ Additional examples provided</li> </ul> <p><i>Use of aids or assistive technology devices</i></p>	<p>Revised response format (e.g., marking answers in booklets) Use of additional paper for math calculations Use of aids or assistive technology</p> <ul style="list-style-type: none"> <li>○ Scribe (amanuensis)</li> <li>○ Tape recorder</li> <li>○ Word processor</li> <li>○ Computer</li> </ul> <p><b><u>Other</u></b></p> <p>On-task focusing prompts (see Note above) Waiving spelling requirements** Waiving paragraphing requirements** Waiving punctuation requirements** Use of calculator*** Use of abacus Use of arithmetic tables*** Use of spell check device** Use of grammar check device**</p>
<p><b><u>Flexibility in Setting</u></b></p> <p>Separate location – individual Separate location – small group Adaptive or special equipment/furniture Special lighting Special acoustics Location with minimal distractions Preferential seating</p>		

	<ul style="list-style-type: none"> <li>○ Audiotape</li> <li>○ Computer (including talking word processor)</li> <li>○ Listening section repeated more than standard number of times</li> <li>○ Listening section signed</li> <li>○ Listening section signed more than standard number of times</li> <li>○ Masks or markers to maintain place</li> <li>○ Papers secured to work areas with tape or magnets</li> <li>○ Test passages, questions, items and multiple choice responses read to student</li> <li>○ Test passages, questions, items and multiple choice responses signed to student</li> <li>○ Visual magnification devices (specify type)</li> <li>○ Auditory amplification devices (specify type)</li> </ul>	
<p><b>* Record Braille as a separate category of accommodation on the NYSAA Student Page</b></p> <p><b>** Certain English Language Arts AGLIs require that the student be assessed on these items based on the intent of the AGLI. These test accommodations are not permitted for certain English Language Arts AGLIs.</b></p> <p><b>*** Certain Mathematics AGLIs allow for the use of a calculator or an arithmetic table as a strategy while others do not allow for use of a strategy. These test accommodations are not permitted for certain Mathematics AGLIs.</b></p>		