

Appendix E

Examples of Accommodations for Special Populations: Students Who are Deaf or Hard of Hearing

Based on the unique needs of students who are deaf or hard of hearing, the following accommodations should be considered when making decisions:

Timing/Scheduling

- Extended time to allow for use of interpreter for listening section and use of pauses between passages for note taking
- Breaks
- Multiple-day test administration

Setting

- Separate location
- Special seating in close proximity to interpreter
- Special acoustics (e.g., minimal extraneous noises)
- Reduced visual distractions (e.g., glare from lights)

Presentation

- Use of sign language interpreter to sign listening sections of tests
- Auditory amplification devices
- Auditory recording of questions, items, and passages for students with reading disabilities
- Test passages, questions, item, and multiple-choice responses signed to student (if the student's disability also affects his or her ability to decode print)
- Preferential seating
- Test administration directions may be clarified or interpreted if the substance of the directions is not changed
- Student reads listening script for listening passages

Response

- Sign responses through interpreter for students whose disability affects their ability to respond in the standard manner
- Auditory amplification

Appendix E

In all instances when an interpreter is used, to the greatest extent possible:

- There should be adequate time prior to the test to allow the interpreter to become familiar with the passage so he or she is prepared to present the information appropriately. Principals may open secure State assessments earlier on the day of administration to allow adequate time.
- Interpreters must be appropriately qualified and trained. Whenever possible, the “assigned interpreter” should be one with whom the student is familiar and who is familiar with the student.

Signs used must not give away nor suggest the correct answer(s) during