

**Pacific Southwest District  
The Lutheran Church Missouri-Synod  
Standardized Testing Consortium**

Iowa Test of Basic Skills

**Special Situations and Accommodations**

Testing accommodations may be allowed for special populations within each school. These accommodations must be carefully selected so that the testing results can be interpreted as a valid measure of a student's academic capabilities.

Testing accommodations may only be implemented if a child has been diagnosed with a disability as outlined in IDEA's Definitions of Disabilities. A diagnosis of a disability must be determined by a multi-disciplinary team assessment through the public school, or through a licensed educational psychologist in private practice.

Determination of a child's qualification for accommodations should be written in the child's IEP or Accommodation Plan at the beginning of the school year. If a child is in the process of being assessed for a learning disability at the time the ITBS is administered, that child is not eligible for accommodations.

The thirteen categories of disabilities under which children may be eligible for special education and related services are:

- Autism, Deaf-Blindness, Deafness, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic impairment, Other Health Impairment, Serious Emotional Disturbance, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, including Blindness

Children who have been diagnosed with an Attention Deficit-Hyperactivity Disorder fall into the category of Other Health Impairment. These students may qualify for accommodations if the psychologist, pediatrician, or multi-disciplinary assessment team has determined that the attention disorder impacts the student's ability to function in the regular classroom setting and this disorder impairs the child's learning.

When accommodations are given to children on the ITBS, their answer documents should be included with those of the general school population for scoring. To the extent that the accommodations used with a student were chosen carefully and judged to be necessary, the anticipated effect is to reduce the impact of that student's disability on the assessment process. That is, the student's responses are like those we would expect the student to make if that student had no disability. Consequently, it seems reasonable to use that student's scores in the same ways we would use the scores of all other students.

### Pacific Southwest District Approved Testing Accommodations

- 1) Student marks in the test booklet or answer document can be erased by a teacher or aid to avoid scanning interference
- 2) Student marks his/her responses in the test booklet and the responses are then transferred to an answer document by a teacher or designated school employee.
- 3) Student dictates responses orally to a scribe for selected-response items (multiple choice questions)
- 4) Large print versions of the test
- 5) Extra time to complete the test within a testing day
- 6) Supervised breaks within a section of the test
- 7) Test administered at the most beneficial time of day to the student
- 8) Student tests individually or in a small group in another room, under the supervision of a school employee
- 9) Special lighting, amplification equipment, study carrels, colored overlays, visual enhancement equipment
- 10) Tests may be read aloud to student by proctor, or school employee in all areas **except** the Reading Comprehension and Vocabulary section.
- 11) Arithmetic tables/charts and calculators, may be used on the mathematics and/or science tests. Calculators may not be used on the Calculation portion of the mathematics test.

### **Inappropriate Test Practice**

The Testing Committee has determined that it is not an accepted practice within our testing group to allow students to test at any grade level other than the grade in which they are currently enrolled at the time of testing.

Additional time and calculator use is not allowed on the CogAT.

### **English Language Development Students** (ELL, ESL)

In an effort to make a valid and reliable comparison to other students who take the ITBS and those students used in the norming group, it is important to follow public school practice in administering standardized tests to English Language Development Students. All ELD students should be included in taking the ITBS. ELD students who fall into the categories of beginning, and early intermediate levels of English acquisition, as determined by the CELDT (California English Language Development Test), may be excluded from taking the ITBS.