



Guide for IEP/504 Teams Considering the Print on Demand (POD) State Test Accommodation (August 2021)

The Print on Demand (POD) state test accommodation enables the printing of test items in all content areas: [English Language Arts/Literacy \(ELA\)](#), [math](#), and [science \(NGSS\)](#). Items, which are generated based on the student's correct responses to the prior questions on the test, are printed one at a time during the computer adaptive test. A printed test item could contain a passage or stimuli and a question, answer options, or fillable field.

The POD state test accommodation is only provided to IEP or 504 Plan students with disabilities that prevent them from responding to the assessment when it is delivered on the computer screen, e.g., students with sight limitations or disabilities related to the processing of digital stimuli or presentations of information.

It is essential that students with sight limitations or disabilities related to the processing of digital stimuli or presentations of information are given the option to apply other accessibility supports, including the Zoom universal tool or Magnification and Masking designated supports, prior to assigning the POD state test accommodation. **Only those students who are unable to access the assessment using the Zoom, Magnification, or Masking features should receive the POD accommodation for state assessment(s).** A very small percentage of students should need this state test accommodation. *The POD accommodation should **not** be considered as an option for students who simply **prefer** a paper-and-pencil form.*

The POD state test accommodation is strictly controlled due to the high risk of test security violations. Procedures for the secure handling of printed test materials, including the printing of test items, stimuli and passages, the scheduling of separate rooms for testing, and the storage and destruction of all printed test materials, must be followed as described in the [Smarter Balanced Summative Test Administration Manual](#).

Care must be taken by the School Test Coordinator (TC) and Test Administrators to ensure that test security protocols are followed and qualified proctors are available to monitor the appropriate printing, use, and storage of printed paper copies of state test items. In order for students to use the POD state test accommodation, the *Acknowledgement Form for Proctors and Skills Trainers and Test Administrator* and *Proctor Acknowledgement of Security and Confidentiality Statement* forms, which are found in the [Smarter Balanced Summative Test Administration Manual](#), need to be completed prior to testing and kept on file at the school site by the School Test Coordinator (TC).

For more information about the accessibility supports available for summative testing: universal tools¹, designated supports², and accommodation³, see the [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).

This document contains guidelines for the Print on Demand (POD) state test accommodation and is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams.

Section I: General Principles Regarding State Test Accommodations

The statewide assessments are designed to measure student proficiency and growth over time, curriculum impact and effect, and school achievement and gains. Tests are aligned to standards for learning that are established at the grade-level. Statewide assessments measure our students against those standards and the grade-level expectations for achievement found there. In order to yield valid and comparable results, it is essential that our tests measure what students know and can do when measured to the grade-level standard expectations. In Hawai'i, the Common Core and Next Generation Science Standards are used as the metric.

The purpose of state test accommodations is to enable students with disabilities to participate “with adjustments that do not alter the assessed construct” and that are “applied to test presentation, environment, content, format (including response format), or administration conditions” (*Standards for Educational and Psychological Testing, 2014*). State test accommodations are intended to remove obstacles to student demonstration of knowledge and skills resulting from student disability. State test accommodations are not intended to reduce expectations for learning, modify the curriculum, or artificially inflate a student’s test score. **The key for appropriate accommodation provision during statewide assessments is to ensure that the student’s individual needs are met and the assessed “construct” (what a test measures) is not modified or altered.**

Additionally, state test accommodations should:

1. *Not be confused with instructional accommodations that support student learning.* Instructional accommodations may be applied to support emerging skills or reinforce the acquisition of new skills; however, these accommodations are strategically adjusted or removed in the classroom to monitor and/or assess student progress. Removal of the instructional accommodation during classroom assessment in many cases is the only way to acquire an accurate measurement of the student’s current level of skill.
2. Be shown to specifically overcome a student’s disability. The student should have used the support in the past with success in both classroom assessments and interim assessments

¹ Universal tools - available to all students based on student preference and selection. Universal tools are access features of the assessment that are either provided digitally as part of the test system (embedded) or separate from the test system (non-embedded). *Note for Test Coordinators: non-embedded universal tools must be available on site to ensure equitable testing conditions and comparability of results.*

² Designated supports - features that are available for use by any student for whom the need has been indicated. Educators, parents/guardians, students or educator teams may be used for decision-making.

³ Accommodations - available only to those students with IEP/504 Plan documentation of need.

that are measuring the same skills (construct). *This evidence should be documented under the Present Levels of Educational Performance (PLEP) in the student's IEP/504 Plan.*

3. Be assigned only when supported with substantial evidence of need. Documentation of student disability mediation and classroom use during tests of the same construct must be found in the IEP/504 record. *This evidence should be documented in the "Services or Accommodations and Related Services" and the "Statewide Assessment" pages of the student's IEP/504 Plan record.*

State test accommodations are different from modifications. Modifications are allowances made for IDEA students that provide for adjustment(s) to the curriculum or assessment that change what is to be learned or what is to be measured. Examples of testing modifications that reduce expectations for learning and affect the construct of the test include: 1) simplification, clarification, or explanation of test questions or items; 2) use of spell-checking devices on a test of the student's spelling skills; and 3) use of a calculator on a test of the student's computational skills. While modifications may be used with caution during instruction to support students as they develop their knowledge and skills over time, they are not used in the general summative test.

Section II: Legal Foundation for State Test Accommodations

Under the IDEA, State has the responsibility to:

- Ensure that children with disabilities are provided appropriate accommodations on Title I, Part A assessments, where necessary, as determined on an individualized case-by-case basis by their IEP/504 team.
- Develop guidelines for the provision of appropriate accommodations. Under 34 CFR §§300.160(b)(2), the State's guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

These State guidelines apply to the provision of appropriate accommodations under the IDEA on regular and alternate assessments (34 CFR §300.160 (a)).

Section III: Critical Considerations Before Assigning Print on Demand (POD) State Test Accommodation

Decisions about recommending the POD state test accommodation should be based on the general principles and laws governing testing accommodations presented in Sections I and II and the specific POD guidelines found below.

Purpose of Print on Demand (POD) State Test Accommodation

The purpose of the POD state test accommodation is to provide students with disabilities (e.g., students with sight limitations or disabilities related to the processing of digital stimuli and

presentations of information with a presentation format to which they are able to respond). The POD state test accommodation provides these students with paper copies of test items. The printed copy of each test item is used as a basis for masking, enlargement, or other presentation enhancement. Students who are unable to access items shown on the computer screen even when accessibility tools are applied, such as Zoom, Magnification, or Masking, are provided the POD test accommodation to enable their access and response to state test items.

Documented Need for the Print on Demand (POD) State Test Accommodation

The POD state test accommodation should only be recommended when a student has a documented sight limitation or disabilities related to the processing of digital stimuli/presentations of information, thereby impacting his/her ability to access test items that are shown on the computer screen. In order to use this accommodation for state testing, it is necessary to show that the student's disability prevents him/her from responding to test items that are delivered on a computer or restricted to the size of a computer screen or testing, magnification, or projection device. In order to receive the POD state test accommodation, it is necessary to provide the following documented evidence:

1. Student has been **unsuccessful** in their attempt to use test accessibility support alternatives that are available at the universal tool or the designated support levels (e.g., Zoom, Magnification, or Masking);
2. Student documented disability limits access to non-masked or non-magnified versions of the computer-delivered assessment;
3. Consistent use of material masking accommodation, enlargement tools, or print materials during classroom instruction and classroom assessments; and
4. Improved student understanding of presented materials, classroom assessments, and interim assessments when the POD accommodation is provided.

Section IV: Guidance for IEP/504 Teams for Verifying the Need for the POD State Test Accommodation

This section provides IEP/504 Teams a tool with a set of questions to help guide the POD state test accommodation decision-making process. The questions are intended to support team discussion and to help frame criteria that can serve as supporting evidence when considering student POD state test accommodation needs. These questions and the answers that are generated may be used to determine when and if there is sufficient evidence of student need supporting the provision of the POD state test accommodation. The intent is for IEP/504 Teams to use the questions found in Table 1 as a starting point from which to engage in dialogue, examine evidence, record data, and indicate the team decision based upon knowledge of the student and the evidence found in the student's IEP/504 Plan. A preponderance of evidence as well as care should be used when making this team decision. (Table 1 is not intended to be a tally sheet.)

Table 1: Questions to Guide IEP/504 Team Decision about the Need for PRINT ON DEMAND (POD) State Test Accommodation

The purpose of this table is to guide IEP/504 team discussions about student accommodation need and help generate appropriate decisions and recommendations regarding the POD state test accommodation. The completion of this table is optional.

Questions	Team Response	Evidence/ Comments
1. Has the student been unsuccessful in their attempt to use the alternative test accessibility supports that are available for state testing at the universal tool or the designated support levels, e.g., Zoom, Magnification, or Masking? (The training test, practice test, or interim assessments can be used to gather this information and supporting evidence.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Is there evaluative information indicating that the student’s disability prevents the student from accessing non-masked or non-enlarged forms of instructional and assessment materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the student have a documented disability (e.g., sight limitation or disabilities related to the processing of digital stimuli/presentations of information) that would prevent him/her from accessing non-enlarged versions of a state test? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the student always use the Print on Demand (POD) accommodation to mask or enlarge materials during classroom assignments and assessments for learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is there evidence that the student’s understanding improves when the POD accommodation is provided during assessments of learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Will proper protocols be followed to ensure that printed copies of test items, stimuli, and passages are properly stored, handled, and disposed of at the end of each state test session?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Is there an expectation that the student will need the POD accommodation when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
8. Has the student provided input or stated a preference for using the POD accommodation as a means of accessing content and demonstrating understanding in classroom instruction and assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Are there additional considerations for recommending the POD state test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Select the IEP/504 team recommendation that is decided to be most appropriate for this student.

Print on Demand (POD) state test accommodation should be recommended for this student to receive paper copies of test items.

More information is needed before making this decision.

Please list the names and titles of the IEP/504 team and other persons who were part of the state test accommodation decision-making team for the student.

Name	Title	Date

Follow-up on this decision-making meeting by documenting any selected state test accommodations in the student’s IEP or 504 record, which is stored in the [electronic Comprehensive Student Support System](#) (eCSSS). Refer to the [eCSSS Directions](#) for documenting evidence to support the need for state test accommodations.

If the IEP/504 team makes the decision to recommend the POD state test accommodation for a student, then the School Testing Coordinator (TC) should consult the “Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams” document available on the [Accessibility and Accommodations resources page](#) on the [AlohaHSAP.org](#) portal website for guidance to submit state test accommodation requests.

In addition to the documented evidence in the IEPs/504 plans and the consultations with the Exceptional Support Branch and the Office of Curriculum and Instructional Design, the Assessment Section verifies state test accommodations in accordance with the *Individuals with Disabilities Education Act* (IDEA). As stated in 34 CFR §300.160(b)(2):

The State’s guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

The Assessment Section recommends that test accommodation verification requests be submitted one month prior to the opening of the test window. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than 14 days prior to state (interim or summative) testing.

If you have any questions, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the HIDOE Assessment Section at (808) 307-3636.