



Hawai'i

Statewide Assessment Program



Guide for IEP/504 Teams Considering the Multiplication Table (MT) State Test Accommodation (August 17, 2023)

Appendix A

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. For an understanding of how these standards are used as a basis to generate a grade-level proficiency score for the state test in mathematics, see the [Smarter Balanced Mathematics Summative Assessment Blueprints](#).

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 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 IV: Guidance for IEP/504 Teams for Verifying the Need for MT State Test Accommodation for the Smarter Balanced Assessment in Mathematics

This section provides IEP/504 Teams a tool with a set of questions to help guide the MT 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 MT 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 MT accommodation for SB testing. 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.)