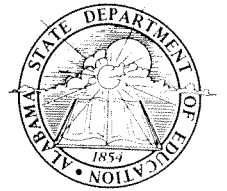




STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Thomas R. Bice  
State Superintendent  
of Education

October 18, 2012

Alabama  
State Board  
of Education

MEMORANDUM

Governor  
Robert Bentley  
President

**TO:** City and County Superintendents of Education

Randy McKinney, J.D.  
District I

**FROM:** Thomas R. Bice *TRB*  
State Superintendent of Education

Betty Peters  
District II

**RE:** Accommodations for QualityCore Assessments

Stephanie Bell  
District III  
Vice President

Four QualityCore end-of-course assessments have been added to the assessment program for the 2012-2013 school year. The Letter of Notification of Change and Accommodations Checklists are attached and can be completed by hand during the Individualized Education Program (IEP) Team/504 Committee/English Learner (EL) Committee meeting. The Letter of Notification of Change and Accommodations Checklists have been posted separately from the appendices of the *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* manual in a form that can be completed electronically. These forms can be found on the state Web site ([www.alsde.edu](http://www.alsde.edu)) in Student Assessment under the Office of Student Learning using the following link: <http://www.alsde.edu/html/sections/documents.asp?section=91&sort=43&footer=section>.

Yvette M.  
Richardson, Ed.D.  
District IV

The Letter of Notification of Change and Accommodations Checklists should be used for all **new** IEPs, 504 Plans, and Individualized-English Learner Plans (I-ELP) as of the date of this memorandum. **Current** IEPs, 504 Plans, and I-ELPs will need to be **amended** to include the Letter of Notification of Change and Accommodations Checklists **only** for those students who will be participating in the QualityCore assessment(s) (Algebra I, English 9, English 10, and/or Geometry).

Ella B. Bell  
District V  
President Pro Tem

Special education teachers should attach the Letter of Notification of Change and Accommodations Checklists to the IEP in STISETS. This will allow the forms to transfer with the student and to be reviewed online for monitoring purposes.

Charles E. Elliott, M.D.  
District VI

If you have any questions, please call Mrs. Nannette Pence or Mrs. Susan Beard at 334-242-8038.

Gary Warren  
District VII

TRB/GT/NP  
Attachments

Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

**cc:** City and County System Test Coordinators  
City and County Special Education Coordinators  
City and County 504 Coordinators  
City and County EL Coordinators  
Applicable ALSDE Staff Members

FY13-2006

# QualityCore Assessments

Letter of Notification and Accommodations Checklists  
for Students of Special Populations

IEP, 504 Plan, and I-ELP

**Letter of Notification of Change to the IEP/504 Plan/I-ELP  
(Participation in the QualityCore Assessments)**

Dear \_\_\_\_\_:

QualityCore assessments are assessments of academic progress. For 2012-2013, four of these assessments are being added to the student assessment program. Students taking Algebra I, English 9, English 10, and/or Geometry will be administered these assessments. The decision regarding participation in state assessments and accommodations was made for your child during the last IEP/504/I-ELP meeting; however, no decision regarding these assessments was made at that time. We will hold an IEP/504/I-ELP meeting to discuss your child's participation/accommodations if you wish. However, if you would like to provide your input to us in writing, please complete and return this form.

The school system recommends that \_\_\_\_\_  
Student's Name

- \_\_\_\_\_ will participate in the QualityCore assessment(s) with no accommodation(s).
- \_\_\_\_\_ will participate in the QualityCore assessment(s) with accommodation(s). (See attached QualityCore Assessments Accommodations Checklist, October 2012.)

The LEA makes the above recommendations based on  
\_\_\_\_\_  
\_\_\_\_\_

If you approve of this recommendation, please check, sign, and date below.

\_\_\_\_\_ I approve the recommendation and do not wish to have an IEP/504/I-ELP meeting.

\_\_\_\_\_  
Parent's Signature Date

You have the right to request an IEP/504/I-ELP meeting to discuss this with school personnel before this action is taken. If you wish to have a meeting, please check, sign, and date below.

\_\_\_\_\_ I wish to request an IEP/504/I-ELP meeting to discuss this action.

\_\_\_\_\_  
Parent's Signature Date

Please return this form to \_\_\_\_\_ by \_\_\_\_\_

\_\_\_\_\_  
Signature of LEA Official  
Telephone Number \_\_\_\_\_

# IEP ACCOMMODATIONS CHECKLIST

October 2012

QualityCore Assessments

(2012-2013)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's IEP, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the IEP Team, this checklist becomes part of the student's IEP.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

**A. Scheduling Accommodations.** Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two-day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**B. Setting/Administration Accommodations.** Test will be administered:

- 1. In a small group.
- 2. In the special education classroom.
- 3. At the student's home (homebound students only).
- 4. With student seated in front of classroom.
- 5. With teacher facing student.
- 6. By the student's special education teacher.
- 7. Individually.
- 8. Paper/pencil.
- 9. Computer.
- 10. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions in exact English—interpreter may not clarify or offer interpretation of items.)
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**C. Format and/or Equipment Accommodations.** Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) read aloud by test administrator using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.)  
\_\_\_ Algebra I \_\_\_ English 9 \_\_\_ English 10 \_\_\_ Geometry
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead {No. 2} pencil.)
- 9. Braille.
- 10. Communication device.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**D. Recording Accommodations.** Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

# 504 ACCOMMODATIONS CHECKLIST

October 2012

QualityCore Assessments

(2012-2013)

The state assessment accommodations specified below mirror instructional accommodations documented in the student's 504 Plan, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the 504 Committee, this checklist becomes part of the student's 504 Plan.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

**A. Scheduling Accommodations.** Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two-day period. (When a timed session begins, timing will not stop for the session.)
- 3. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 4. With time limits extended not to exceed double the standard time per session. (This accommodation must be provided in a separate setting.)
- 5. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**B. Setting/Administration Accommodations.** Test will be administered:

- 1. In a small group.
- 2. At the student's home (homebound students only).
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. Individually.
- 6. Paper/pencil.
- 7. Computer.
- 8. Using a sign language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions in exact English—interpreter may not clarify or offer interpretation of items.)
- 9. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**C. Format and/or Equipment Accommodations.** Test will be administered with:

- 1. Magnifying equipment.
- 2. Amplification equipment (e.g., hearing aid, auditory trainers).
- 3. Environmental equipment (noise buffers, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel).
- 4. Selected test(s) read aloud by test administrator using reader script provided: (paper/pencil only and this accommodation must be provided in a separate setting.)  
\_\_\_ Algebra I \_\_\_ English 9 \_\_\_ English 10 \_\_\_ Geometry
- 5. Templates.
- 6. Abacus for visually impaired students.
- 7. Large-type test with large-type answer document.
- 8. With assistive technology (colored overlay, marker to maintain place, secure paper with magnet/tape, pencil grip, or large-diameter soft-lead-~~{No. 2}~~-pencil .)
- 9. Braille.
- 10. Communication device.
- 11. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**D. Recording Accommodations.** Test will be administered with the following accommodation(s):

- 1. Student will mark answers in test booklet.
- 2. Student's answers will be recorded by a proctor or assistant (scribe) in an individual setting.
- 3. With other accommodations needed due to the nature of the disability and the nature of the assessment.

**SDE APPROVAL ONLY.**

**EL ACCOMMODATIONS CHECKLIST**  
QualityCore Assessments

October 2012

The state assessment accommodations specified below mirror instructional accommodations documented in the student's I-ELP, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the EL Committee, this checklist becomes part of the student's I-ELP.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

**A. Scheduling Accommodations.** Test will be administered:

- 1. At a time of day most beneficial to student.
- 2. With tests administered over a two-day period. (When a timed session begins, timing will not stop for the session.)
- 2. With additional breaks with standard time. (This accommodation must be provided in a separate setting.)
- 3. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

**B. Setting/Administration Accommodations.** Test will be administered:

- 1. In a small group.
- 2. In the ESL classroom.
- 3. With student seated in front of classroom.
- 4. With teacher facing student.
- 5. By student's ESL teacher.
- 6. Individually.
- 7. Using a native language interpreter during the time oral instruction is given to the student. (Interpreter may only interpret directions – interpreter may not clarify or offer interpretation of items).
- 8. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**

**C. Format and/or Equipment Accommodations.** Test will be administered with:

- 1. Environmental equipment (noise buffers or carrel).
- 2. Templates.
- 3. Marker to maintain place.
- 4. With other accommodations needed due to the level of language proficiency. **SDE APPROVAL ONLY.**