Appendix 2-B: Accessibility by Design – Accommodations Committee Work

The Accommodations Committee began its work immediately after the NCSC Participation policies were developed and agreed to by NCSC states. The first official meeting of the Accommodations Committee was a webinar held on September 5, 2013. This was followed by an in-person meeting in Indianapolis, Indiana on September 18, 2014. During that meeting, the Committee agreed to its working assumptions and to a process for determining NCSC accessibility features and accommodations (see Appendix A). It also agreed on a timeline for calls and homework assignments (which were completed between calls).

All of the work of the accommodations committee was based on an initial analysis of the Variable Features for each item indicated through the Evidence Centered Design (ECD) approach. This analysis was conducted in several ways – by variable feature area of change, by tier level, and summarized across strands. Examples of these analyses for Math are included in Appendix B and for ELA in Appendix C.

The Committee's meetings (via call or webinar) were held on the following dates:

- October 2, 2013
- October 16, 2013
- October 30, 2013
- November 1, 2013
- November 5, 2013
- November 13, 2013

Between these dates, Committee members reviewed what had been developed during the calls. NCSC staff members combined all comments and brought the revisions back to the Committee in subsequent calls.

The results of the NCSC Accommodations Committee work was brought to the NCSC Ad Hoc call on November 26, 2013, and submitted to CTB on November 26, 2013 (see Appendix C).

Following the approval of the recommendations of the Accommodations Committee, Committee members held additional meetings to discuss the Pilot 1 Test, including the Personal Needs Profile (PNP) and the Student Administration Record (SAR). These meetings were held on the following dates:

- December 11, 2013
- January 8, 2014

The recommendations for the PNP and SAR were brought to the NCSC Ad Hoc call on January 14, 2014.

The Accommodations Committee continued its work by discussing plans for dissemination of information about accommodations and the need for information for parents. These conversations were held on calls on the following dates:

- February 5, 2014
- February 19, 2014

Appendix 2-B-A: Setting NCSC Alternate Assessment Accommodation Policies

NCSC will set the NCSC Alternate Assessment accommodations policies through its Accommodations Committee, and then present them for review by all states during an Ad Hoc call. The accommodations policies that are set will be reflected in an Accommodations Manual and be consistent with the NCSC Alternate Assessment Administration Manual.

Purpose of Accommodations Policies

Universal design features and accommodations of the NCSC alternate assessment are item specific. They are defined in each item's task template. Still, it is useful to develop a set of general policies about accommodations so that users of the assessment and parents of students who participate in the assessment have an indication of the kinds of changes that are: (a) included within the items (universal design features), (b) likely to compromise the constructs being assessed (modifications), and (c) generally are available based on student need (accommodations).

The Accommodations Committee is developing the Accommodations Policies to provide educators and parents with a general sense of what changes are part of the assessment itself, what changes may not be used because they compromise what the assessment intends to measure, and what changes are generally allowable.

The Accommodations Committee also will work with a subcommittee to create tools for teachers to develop Personal Needs Profiles for their students that will provide information for the Accessible Portable Item Profile (APIP).

Evidence-Centered Design as the Basis for Accommodation Policies

The foundation of NCSC's accommodations policies is the Evidence Centered Design (ECD) approach, with its detailed analysis of variable features that is reflected in the Task Templates and Design Features.

There are several **assumptions** underlying the proposed approach to setting NCSC accommodation policies:

The variable features indicate which changes may be made during the administration of an item that do not change the construct being measured.
Some variable features are universally appropriate across all items and should be considered part of NCSC's universal design approach. These would not be called "accommodations."
Some variable features are allowed (or built in) for some items but not others. Those that are allowed but not built in should be called "accommodations," and clarification provided about when they can be used and when they cannot be used. This information

would be supported by the Administration manual, which would provide the specifics by item.
Some variable features may not be appropriate for any items. The Accommodations Committee needs to reach agreement on these so that they can be summarized as "modifications" in the NCSC Accommodations Manual.
Decisions about policy need to be made by content area.

A **proposed process** for the Accommodations Committee to determine the *universal design features*, *accommodations*, and *modifications* is as follows:

Review the variable features and their purpose.
Discuss the approach of setting policies that address universal design features, accommodations, and modification.
Start by reviewing the following for **mathematics**:
Possible "modifications."
Universal design features.
Possible "accommodations."
For each of these reviews, Committee members will use the Summary of Features document, supported by the Change Details document, for mathematics.
Continue by reviewing the following for **ELA-reading**:
Possible "modifications."
Universal design features.
Possible "accommodations."
For each of these reviews, Committee members will use the ELA-Reading Summary of Features document, supported by the ELA-Reading Change Details document, for mathematics.
Continue by reviewing the following for **ELA-writing**:
Possible "modifications."
Universal design features.
Possible "accommodations."
Determine the format of the Accommodations Manual and identify steps for its completion.

Appendix 2-B-B: Math Change Details

Key for Table: **A**=Allowed, **P**=Prohibited, **V**=Varies more broadly, **BI**= Built in, **BI/A**= Built in or Allowed, **BI or P**= If not built in, is prohibited (some are built in).
Note: An "x" indicates there were rare exceptions either allowing, prohibiting, with a condition on use, or of being built in.
An *asterisk indicates the change was not always coded in template so should be interpreted as applying "where addressed."
Tier diff = tier differences exist which may or may not be exceptions to a strand code.

Area of Change	**Math Summary**						**Notes by Strand and Grade Range** (includes "x" notes and other notes related to differences across grades) HS=high school
	Data	**Geom-etry**	**Measure -ment**	**Numbers**	**Patterns**	**Symbols**	
Cognitive Background Knowledge							
Includes changes such as define key terms, provide similar example, remind student of key features needed for solving item, calculator, formulas, etc.)	These vary in specificity, by content area, item and grade level.						Same Across Strands, Grades
Perceptual							
Delivery mechanisms by which question is perceived	A	A	A	Ax	A	A	Numbers – prohibited in 6, tier diff gr.6
Oral presentation of material	Allowed, unless not allowed in Cognitive Background item notes, or Digital Text to Speech						Same Across Strands, Grades
Supports for the use of equipment to perceive task	A	A	A	A	A	A	Same Across Strands, Grades
Skill and Fluency							
Support manipulating physical materials	V	V	V	V	V	V	Data- prohibited in 5-8, varies elsewhere, tier diff in gr.3,4 Geometry- allowed in 5-6 and HS, varies elsewhere, tier diff gr. 3,7,8 Measurement- varies in 3-6, prohibited elsewhere, tier diff gr.3,5 Numbers- generally allows, prohibited in 3, 6-8 items, tier diff gr.3,6 Patterns- all grades vary, but allowed in HS, tier diff gr.4,5,7 Symbols- varies in 5, allowed in 3 and 4, tier diff gr.5

Support for manipulating digital electronic equipment	A	A	A	A	A	A	Same Across Strands, Grades
Supports for composing a response in text	V	V	V	V	V	V	Data- prohibited in 3-6, varies elsewhere, tier diff gr.7,8, HS Geometry- prohibited in HS, varies elsewhere, tier diff gr.3,4,7 Measurement- prohibited in 3-4 and HS, built in or prohibited in 5-6, and varies in 7-8, tier diff gr.6,8 Numbers-tier diff gr.3,4,5,6,7,8, HS Patterns-tier diff gr.3,5,6,7,8, HS Symbols- varies in grade 5, allowed grades 3-4, tier diff gr.5
Practice with familiar equipment	P	P	P	Px	Px	P	Numbers- allowed in grade 4 and 5 items Patterns- allowed in grade 3 item
Response mode options	A	Ax	A	A	A	A	Geometry- prohibits in grade 4 items, tier diff gr.4
Practice tutorials with unfamiliar digital/electronic equipment	P	P	P	Px	P	P	Numbers- allowed in grade 4 item
Language and Symbols							
Embedded support for vocabulary and symbols	BI or P	BI or P	BI or P	BI or Px	BI or P	BI or P	Data-tier diff gr.6,7, HS Geometry-tier diff gr.5 Measurement-tier diff gr.5,6,8, HS Numbers- allowed in grade 5 item, tier diff gr.3,4,5,6,7,8 Patterns-tier diff gr.6,8, HS Symbols-tier diff gr.3,4
Digital text with or without auto text to speech) [1]	A	Ax	A	Ax	Ax	A	Geometry- prohibited in grade 4 and 5 items , tier diff gr.5 Numbers- prohibited in grade 6 items, tier diff gr.6 Patterns- prohibited in 3, 5, and 6 items, tier diff gr.3,5
Highlight essential elements, words, or phrases	P	BI or P	Px[2]	V	BI or P	P	Geometry- built in or allowed grades 3-7, in 8 and HS built in, tier diff gr.3,5,6,7 Measurement- allowed in grade 5 item, tier diff gr.5 Numbers- prohibited 3-4 except grade 4 item allows, then for 5-HS if not built in is prohibited, tier diff gr.5,6,7, HS Patterns- built in or prohibited in 5-6, except item in grade 5 allows. Built in or prohibited 7-HS, tier diff gr.4,5,7,8, HS
All key information in dominant language is also available in prevalent first languages	A	A	A	A	A	A	Same Across Strands, Grades

for second language learners							
All key information available in sign language for students who are deaf	A	A	A	A	A	A	Same Across Strands, Grades
Digital Braille with or without automatic Braille to speech	A	A	A	Ax[3]	A	A	Same Across Strands, Grades
Alternate Syntactic levels (simplified text)	BI	BI	BIx	BI	BI	BI	Measurement- prohibited in grade 5 item
Level of abstraction required of student	BI	BI	BIx	BIx	BI	BI	Measurement- prohibited in grade 4 item Numbers- prohibited in grade 4-5, tier diff gr.5 replacement items
New vs. pre-taught vocabulary and symbols	BI or P	BI*	Biz4	BI or P	BI or P	BI	Data- built in for grades 3-8. In HS, if not built in is prohibited
Use of multiple representations	BI or Px	BI	V	V	V	V	Data- allowed in grade 3 and HS items, tier diff gr.3,6,7, HS Measurement- grades 3-4 and 7-8 prohibit, grades 5-6 vary, in HS if not built in is prohibited, tier diff gr.5 Numbers-tier diff gr.3,4,5,6,7,8, HS Patterns- built in for grades 3-4 and HS, varies for 5-8, tier diff gr.5,6,7,8 Symbols- tier diff gr.3,4,5
Read Language and symbols aloud	A	BI	A	BI/Ax	BI/A	BI/A	Numbers- prohibited in grade 6 item, tier diff gr.6
Cognitive							
Provide graphic organizers	P	Px	P	Px	Px	P	Geometry- built into item in grade 7, tier diff gr.7 Numbers- built into items in grades 5 and 7, tier diff gr.5 Patterns- built into item in grade 8, tier diff gr.8
Provide alternative forms of key concepts	P	BI or P	Px	BI or P*	BI or P	P	Geometry- Prohibited grades 3-4, HS. In grades 5-8, if not built in, is prohibited, tier diff gr.8 Measurement- allowed in grade 5 item and built in for grade 8 item, tier diff gr.5,8 Numbers- built in or prohibited across grades, but prohibited in HS, tier diff gr.3,4,5,6 Patterns-tier diff gr.4,5,7,8, HS
Guiding about familiar materials and their use	Px	BIx	V	BI or Px	BI or P	P	Data- built in grade 3 item, tier diff gr. 3 Geometry- prohibited in HS Measurement- generally prohibited across grades, except allowed in grades 3 and 5 items and built into grade 8 item, tier diff gr.3,5,8 Numbers- is built in or not allowed in grades 3-7 except allowed in grade 3 item. Prohibited in 8-HS

							Patterns- If not built in, is not allowed in grades 3-5 and 8. Prohibited for other grades, tier diff gr.3,5
Provide response template	Px	BI or P	Px	BI or Px	BI or P	BI or P	Data- built in grade 3 item, tier diff gr.3 Geometry- built in grade 4, 7 and HS items, tier diff gr.4,7, HS Measurement- built in grade 8 and HS items, tier diff gr.8,HS Numbers- allowed grade 4 and 6 items, tier diff gr.3,4,6,8 Patterns- built in or prohibited grades 3-4, 7-HS. Prohibited grades 5-6, tier diff gr.4,7,8,HS Symbols- Built in or prohibited in grade 5, prohibited in grades 3-4, tier diff gr.5
Outline information	P	P*	P*	P	Px	P	Patterns- built into HS item, tier diff gr.HS
Chunk information into smaller elements	Px*	P*	BI or P*	BI or P*	BI or P*	P*	Data- built into grade 7 item, tier diff gr.7 Measurement- built in or prohibited for HS items, prohibited for grade 4 item, tier diff gr.HS Numbers- Built in or prohibited in grade 7 item, prohibited elsewhere coded, tier diff gr. 7 Patterns- prohibited in grades 3 and HS and built in or prohibited in grade 7, tier diff gr.7 Symbols- prohibited grade 3, only mention
Allow viewing of stimuli from previous stages and parts	BI/A x[5]	BI or Px*	BI/A*	BI or Px*	BI or P*	BI or P	Data- prohibited in grade 7 item, tier diff gr.7 Geometry- allowed in grade 4 item, tier diff gr.4,5,7 Numbers- built in or prohibited in items 3-HS, grade 4 and HS items allow, tier diff gr.3,4,5, 6,7,8 Patterns-tier diff gr.4,5,HS Symbols-tier diff gr.5
Provide modeled prompts for guiding exploration and information processing	P	BI or Px	Px*	BI or Px	BI or P	BI or P	Geometry- grade 3 item allows, tier diff gr. 4,5,6,7 Measurement- grade 7 item has built in, tier diff gr.7 Numbers- grade 3 item allows, tier diff gr. 3,4,5,6,7,8, HS Patterns-tier diff gr. 3,5,7,8 Symbols-tier diff gr. 3,5
Provide multiple entry points	P	P	P*	P*	P*	P*	Same Across Strands, Grades
Mask part of information	P	P*	P*	BI or P*	BI or Px*	P*	Measurement- built in grade 7, tier diff gr.7 Numbers- built in grade 7, tier diff gr.7 Patterns- allowed grade 3 item, tier diff gr. 8,HS
Provide modeled prompts for supporting	P	BI or	Px*	BI or Px	BI or P	BI or P	Geometry- allowed grade 4 item, tier diff gr. 4,5,6,7

critical features, big ideas, and relations		Px					Measurement – built in grade 3, tier diff gr. 3 Numbers- allowed grade 3-4 items, tier diff gr. 3,4,5,6,7,8,HS Patterns-tier difference grades 3,5,7,8 Symbols-tier difference grade 3,5
Provide practice item or task	P	P	P	P	P	P	Same Across Strands, Grades
Note-taking	P	P	P	P	P	P	Same Across Strands, Grades
Remind student of the function of tools/features designed to aide comprehension and processing of information	Px	BI or P*	P*	Px	Px*	P*	Data- built in grade 7, tier diff gr.7 Geometry-tier diff gr. 5,HS Numbers- grade 5 and HS items allow, tier diff gr. 5 Patterns- built in to items in grade 8 and HS, tier diff gr. 8,HS
Present items as a discrete unit or embed in a scenario: implemented scenario.	BIx	BI	BI	BI*	BI*	BI	Data- prohibited on HS item
Locate items near relevant text	BI or P	BI or P	BI or P	BI or Px	BI or P	P	Data- prohibited 3-6, built in 7-HS Geometry-tier diff gr. 5,6 Measurement, prohibited 3-8, built into HS items Patterns-tier diff gr. 5 Numbers- built in grades 3 and HS, prohibited other grades, except allowed in grade 5 items
Mnemonic aids	P	P	P	P	P	P	Same Across Strands, Grades
Use consistent signals/cues	Ax	A*	Ax*	BI or A*[6]	A*[6]	V*	Data- built in or prohibited in grade 4 item, tier diff gr.4 Measurement- prohibited grade 7, built in grade 8 item Symbol- prohibited grade 4, allowed grade 5
Provide sequential highlighting	P	Px*	Px*	P*	Px*	P*	Geometry- built in grade 7 item (tier difference) Measurement- allowed grade 6 item Patterns- allowed grade 3 item
Provide analogies and examples	P	BI or P	P	BI or P	BI or P	P	Strands follow their codes across grades Geometry-tier diff gr. 5,8 Numbers- tier diff gr. 3,4,5,6,7 Patterns- tier diff gr. 3,4
Pre-teach background content	P	Px	P	Px	P	P	Geometry- built in grade 4 item, tier diff gr.4 Numbers- built in grade 4 item, tier diff gr.4
Provide concept maps	P	P	P	P[7]	P	P	Same Across Strands, Grades
Provide a guide or checklist for prioritization of steps in multi-step problems	P	Px*	P*	P*	Px*	P	Geometry- built in grade 7 item, tier diff gr.7 Patterns- built in grade 7 item, tier diff gr.7

Provide hyperlinks to multimedia	P	P	P	P	P	P	Same Across Strands, Grades
Provide links to familiar materials	P	P	P	P	P	P	Same Across Strands, Grades
Provide links to related information	P	P	P	P	P	P	Same Across Strands, Grades
Remind student of materials or activities used to teach foundational reading/English language arts or mathematics skills.	A	V	Ax	V	V	V	Geometry- allowed grades 3-4, in other grades-if not built in is prohibited, tier diff gr. 7 Measurement- prohibited in grade 5 items, tier diff gr. 5 Patterns- tier diff gr. 5,7,8
Remind student of prior experiences	Px	V	V*	Px	V	P	Data- allowed in grade 3 item Geometry- allowed in grade 5 and HS items, other grades prohibit where coded Measurement- prohibited in grade 5 and 8 items, other grades allow Numbers- allowed in grade 4 and 7 items Patterns- allowed in 7, 8 and HS items, other grades prohibit
Reread question/stimulus	A	A	A	A	A	A	Same Across Strands, Grades
Highlight information	P	BI or P*	P*	BI or P	BI or Px*[8]	P	Geometry- prohibited in grades 6-7 items Numbers- prohibited in 3-4 where coded and if not built is prohibited in grades 5-HS, tier diff gr. HS Patterns- grade 3 item allows, tier diff gr. 7, HS
Executive							
Show representations of progress	P	P	P	P	P	P	Same Across Strands, Grades
Prompts, scaffolds, and questions to monitor progress, to "stop and think", and for categorizing and systematizing	P	V[9]	V	P	BI or P	P	Geometry- built in grade 3, 7[6] and 8 items, tier diff gr. 3,7,8 Measurement – prohibited 3-8, allowed in HS items, tier diff gr.HS Patterns- built in grades 7-HS items, prohibited in other grades, tier diff gr. 7,8,HS
Prompts and scaffolds to estimate effort, resources, and difficulty	P	P	P	P	P	P	Same Across Strands, Grades
Guides, checklists, graphic organizers, and/or templates for goal-setting, prioritizing, breaking long-term objectives into reachable short-term goals, self – reflection, and self- assessment	P	P	P	P	P	P	Same Across Strands, Grades
Adjust levels of challenge and support	BI	BI	BI	BIx	BIx	BI	Numbers- prohibited grade 5 item Patterns- prohibited grade 3 item

Affective							
Variety of stimuli	P	BI or P	BI or P	BI or P	BI or P	P	Geometry-tier diff HS Measurement- built in grade 5-6 items, prohibited other grades, tier diff gr. 5 Numbers- built in grade 3,5,6, and 8 items, tier diff gr. 5,8 Patterns – built in grade 4, 7, HS items, tier diff gr. 4,7,8,HS
Item/task format	P	BI	BI or P	Px	BI or P	P	Measurement- built in grade 5 and 8 items, tier diff gr. 5 Numbers- built in grade 4 item, tier diff gr.4
Heighten salience	BI or P	BI or P	Px	P	BI or P	P	Geometry- built in or prohibited grades3-6, built in 7-HS, tier diff gr. 3 Measurement- built in grade 3 item, tier diff gr. 3,5,6 Patterns- tier diff gr. 3,4,5,7
Enhance relevance, value, and authenticity of tasks	BIx	BI or P*	BI or Px*	V	BI or Px*	V	Data- prohibited in HS item Geometry- tier diff gr. 6, HS Measurement- allowed in HS item, tier diff in gr. 3 Numbers- If not built in, prohibited grades 5-11, tier diff gr. 5,6,7,8,HS, Allowed in grade 3 and 4 items, tier diff gr. 3,4,5,6 Patterns- allowed grade 5 item, tier diff gr. 5, 7,8, HS Symbols – tier diff gr. 3,5,7,8
Provide varied levels of challenge and support	P	BI	Px	BI or P	BI or Px	BI or P	Measurement – built in grade 5 item Patterns – allowed in grade 3 item
Provide supports to reduce student frustration	A	A	A	A	A	A	Same Across Strands, Grades
Provide optimal student positioning (positions which encourage alertness, not recumbent)	A	A	A	A	A	A	Same Across Strands, Grades
Provide feedback to support engagement	A[6]	A[6]	A[6]	A[6]	A[6]	A[6]	Same Across Strands, Grades
Prompt student to engage/re-engage	A	A	A	A	A	A	Same Across Strands, Grades
Masking a part of the text	P	Px	Px	Px	BI or Px	P	Geometry- allowed in grade 3 and 6 items Measurement- allowed in grade 7 item, tier diff gr.7 Numbers- allowed in grade 4, built in grade 7 item, tier diff gr.4,7 Patterns- allowed in grade 3 item, tier diff gr. 5, 8, and HS
Vary amount of context supporting tasks.	BI or P	BIx	BI or P	BI or P*	BIx	BI or P	Geometry- prohibited in grade 5 item, grade 7 unclear NA? Numbers- Grade 4 item, tier diff gr.4

							Patterns- prohibited in grade 6 items, tier diff gr.6 Symbol- prohibited in grades 3-4 items, built in grade 5 item
Administering assessment at optimal time of day for the student	A	A	A	A	A	A	Same Across Strands, Grades
Provide verbal/gestural prompts	A	A	A	Ax	A	A	Numbers- built in grade 4 item

[1]Digital Text note: For Data it is Allowed except if item notes in Cognitive Background, or if the Read Aloud or Oral presentation notes do not allow it. Also, in Patterns, a rare exception does not allow it.

[2] There is a possible discrepancy in coding template where sequential highlighting for grade 6 Measurement item is allowed and under supporting critical features, big ideas, and relations, "Highlight information" is NOT allowed. Other coding in template that was unclear are noted.

[3] A digital Braille note for Numbers said that automatic Braille to speech was not allowed on some items.

[4] For grade 5 Measurement item there is unclear coding for “New vs. pre-taught vocabulary and symbols” with the words “Pre-taught” noted rather than Yes, No, or Implemented.

[5] Note for high school Data item said only allowed for stimulus material.

[6] This is allowed if it does not indicate correct or incorrect responses.

[7] For grade HS Numbers item there appears to be an error in coding, as the language for pre-teach is applied to concept maps. This is unclear.

[8] For rare items in Patterns, highlighting is allowed only if the item stimulus is not highlighted.

[9]For grade 7 Geometry item there appeared to be a problem in template coding where unclear if built in or allowed for differences in tiers.

APPENDIX 2-B-C ELA Change Details

Area of Change	ELA Summary		
	Informational (RI)	Literary (RL)	Reading/Writing/ Literacy (RWL)
Cognitive Background Knowledge			
These are group, although specific into general categories (define key terms, provide comparable example, remind student of key features needed for solving item, etc, calculator, formulas, etc.)	These vary in specificity, by content area, item and grade level and should be noted.		
Perceptual			
Delivery mechanisms by which question is perceived	Allowed	Allowed	Allowed, with conditions
Oral presentation of material	Allowed	Allowed	Allowed
Supports for the use of equipment to perceive task	Allowed	Allowed	Allowed
Skill and Fluency			
Support manipulating physical materials	Not allowed	Varies	Varies
Support for manipulating digital electronic equipment	Allowed	Allowed	Allowed
Supports for composing a response in text	Not allowed	Not allowed	Not allowed
Practice with familiar equipment	Not addressed	Not addressed	Not addressed
Response mode options	Allowed	Allowed	Allowed, Nearly All
Practice tutorials with unfamiliar digital/electronic equipment	Not addressed	Not addressed	Not addressed
Language and Symbols			
Embedded support for vocabulary and symbols	If not built in, not allowed (except has typo unclear)	If not built in, not allowed	Not allowed
Digital text with or without auto text to speech)	Allowed	Allowed	Allowed, with conditions
Highlight essential elements, words, or phrases	Varies	If not built in, not allowed	If not built in, not allowed
All key information in dominant language is also available in prevalent first languages for second language learners.	Allowed	Allowed	Allowed with conditions
All key information available in sign language for students who are deaf	Allowed	Allowed	Allowed with conditions
Digital Braille with or without automatic Braille to speech	Allowed	Allowed	Allowed with conditions
Alternate Syntactic levels (simplified text)	If not built in, not allowed	If not built in, not allowed	If not built in, not allowed
Level of abstraction required of student	If not built in, not allowed	If not built in, not allowed	If not built in, not allowed
New vs. pre-taught vocabulary and symbols)	If not built in, not allowed	If not built in, not allowed	If not built in, not allowed
Use of multiple representations	Built in	Built in or allowed	Built in

Read Language and symbols aloud	Built in	Built in or allowed	Allowed or built in, with conditions
Cognitive			
Provide graphic organizers	Not allowed	Not allowed	Not allowed
Provide alternative forms of key concepts.	If not built in, not allowed	Not allowed	Not allowed
Guiding about familiar materials and their use.	Not allowed	Not allowed	Not allowed
Provide response template.	Not allowed	Not allowed	Not allowed
Outline information	Not allowed	If not built in, not allowed	If not built in, not allowed
Chunk information into smaller elements	If not built in, not allowed	Not allowed	If not built in, not allowed
Allow viewing of stimuli from previous stages and parts	Not allowed	Not allowed, Nearly All	Not mentioned
Provide modeled prompts for guiding exploration and information processing	Not allowed	Not allowed	Not allowed
Provide multiple entry points	Not allowed	Not allowed	Not mentioned
Mask part of information	Not allowed	Not allowed	Not allowed
Provide modeled prompts for supporting critical features, big ideas, and relations.	Not allowed	Not allowed	Not allowed
Provide practice item or task	Not allowed	Not allowed	Not allowed
Notetaking	Not allowed	Varies	Varies
Remind student of the function of tools/features designed to aide comprehension and processing of information.	Not allowed	Varies	Varies
Present items as a discrete unit or embed in a scenario: implemented scenario.	Built in	Built in	Built in
Locate items near relevant text:	If not built in, not allowed	Varies	If not built in, not allowed
Mnemonic aids	Not mentioned	Not mentioned	Not mentioned
Use consistent signals/cues.	Allowed[1]	Allowed[1]	Allowed[1]
Provide sequential highlighting	Not allowed	Not allowed	Not allowed
Provide analogies and examples	Not allowed	Not allowed	If not built in, not allowed
Pre-teach background content	Not allowed	Not allowed	Not allowed
Provide concept maps	Not allowed	Not allowed, Nearly All	Not allowed
Provide a guide or checklist for prioritization of steps in multi-step problems	Not allowed	Not allowed	Not allowed
Provide hyperlinks to multimedia	Not allowed	Not allowed	Not allowed
Provide links to familiar materials	Not allowed	Not allowed	Not allowed
Provide links to related information	Not allowed	Not allowed	Not allowed
Remind student of materials or activities used to teach foundational reading/English language arts or mathematics skills.	Not allowed	Not allowed, Nearly All	Not allowed, Nearly All

Remind student of prior experiences	Not allowed	Not allowed	Not allowed
Reread question/stimulus	Built in or allowed	Allowed or built in with conditions	Allowed, with conditions
Highlight information	If not built in, not allowed.	Not allowed with exception	Not allowed
Executive			
Show representations of progress	Not allowed	Not allowed	Not allowed
Prompts, scaffolds, and questions to monitor progress, to "stop and think", and for categorizing and systematizing	Not allowed	Not allowed	Not allowed
Prompts and scaffolds to estimate effort, resources, and difficulty	Not allowed	Not allowed	Not allowed
Guides, checklists, graphic organizers, and/or templates for goalsetting, prioritizing, breaking longterm objectives into reachable short-term goals, self –reflection, and self assessment	Not allowed	Not allowed	Not allowed
Adjust levels of challenge and support	Built in	If not built in, not allowed	If not built in, not allowed
Affective			
Variety of stimuli	Built in	If not built in, not allowed	If not built in, not allowed
Item/task format	If not built in, not allowed	If not built in, not allowed	If not built in, not allowed
Heighten salience	Not allowed	If not built in, not allowed	If not built in, not allowed
Enhance relevance, value, and authenticity of tasks	Built in	Built in	Built in
Provide varied levels of challenge and support	If not built in, not allowed.	Not allowed	Not allowed
Provide supports to reduce student frustration	Allowed	Allowed	Allowed
Provide optimal student positioning (positions which encourage alertness, not recumbent)	Allowed	Allowed	Allowed
Provide feedback to support engagement	Allowed without indicating correct response	Allowed without indicating correct response	Allowed without indicating correct response
Prompt student to engage/re-engage	Allowed	Varies Error 5.RL.b1? w/Masking Text?	Allowed
Masking a part of the text	Varies	Varies	If not built in, not allowed
Vary amount of context supporting tasks	If not built in, not allowed	If not built in, not allowed	If not built in, not allowed
Administering assessment at optimal time of day for the student	Allowed	Allowed	Allowed
Provide verbal/gestural prompts	Allowed[1]	Allowed[1]	Allowed[1]
Complexity of the content (was in 2 different sections, so unclear which category to put)	Built in	Built in	Built in

[1]This is allowed if it does not indicate correct or incorrect responses.