

## Comparison of PACT and PASS

Effective 2009-2010

PACT Accommodations	PASS Accommodation	PASS Non-Standard Accommodation
Preferential Seating	X	
Separate Location	X	
Small Group	X	
Individual Administration	X	
Frequent Breaks	X	
Extended Breaks	X	
Multiple Testing Sessions Per Day	X	
Multiple Testing Days	X	
Afternoon Testing	X	
Test Administrator or Interpreter Repeating/Signing Directions	X	
Reading Aloud to Self	X	
Student highlights words, phrases, sentences, etc., in reading passage or test items	X	
Test administrator highlights key words in the directions	X	
Test administrator writes cues, uses cue symbols, or verbally cues the directions of the test booklet	X	
Student repeating/signing directions to the test administrator or interpreter	X	
Large print test booklet	X	
Loose leaf test booklet	X	
Sign language test booklet	X	
Braille test booklet	X	
Oral Administration (science, math, social studies)	X	
Oral Administration of writing test	X	
Signed administration	Same as Oral Admin	Same as Oral
Signed administration of listening and speaking tests	X	
Braille response options	X	
Responding on separate paper (bold-line or other special paper)	X	
Typing the responses to constructed and/or extended response items (with spell check, grammar check & word prediction disabled)	X	
Non-verbal indication of answer choices for multiple-choice items	X	
Dictation of responses to multiple-choice items	X	
Dictation of responses to constructed response items	NA (no constructed responses)	
Dictation of the extended response items	X	
Responding directly in the test booklet	X	
Poor speller's dictionary (extended response only)	X	
Electronic speller (extended response only)	X	
Supplemental materials and devices	X	
Special Request-Permission required from the SDE	X	
<b>PACT Modifications</b>		
Oral administration (ELA)	Writing (3-8) Reading & research (5-8)*	Reading & research (3-4)
Signed administration	Same as Oral	Same as Oral
Alternative scoring for extended response		(not available)
Extended response options (spell check, grammar & word prediction enabled)		X
Calculator	X (5-8)**	X (3-4)

<b>HSAP Accommodations (Previous)</b>	<b>HSAP Accommodation (Current)</b>	<b>HSAP Non-Standard Accommodation (Current)</b>
Preferential Seating	X	
Separate Location	X	
Small Group	X	
Individual Administration	X	
Frequent Breaks	X	
Extended Breaks	X	
Multiple Testing Sessions Per Day	X	
Multiple Testing Days	X	
Afternoon Testing	X	
Test Administrator or Interpreter Repeating/Signing Directions	X	
Reading Aloud to Self	X	
Student highlights words, phrases, sentences, etc., in reading passage or test items	X	
Test administrator highlights key words in the directions	X	
Test administrator writes cues, uses cue symbols, or verbally cues the directions of the test booklet	X	
Student repeating/signing directions to the test administrator or interpreter	X	
Large print test booklet	X	
Loose leaf test booklet	X	
Sign language test booklet	X	
Braille Test Booklet	X	
Braille Response Options	X	
Responding on separate paper (bold-line or other special paper)	X	
Typing the responses to constructed and/or extended response items (with spell check, grammar check & word prediction disabled)	X	
Non-verbal indication of answer choices for multiple-choice items	X	
Dictation of responses to multiple-choice items	X	
Dictation of responses to constructed response items	X	
Dictation of the extended response items	X	
Responding directly in the test booklet	X	
Poor speller's dictionary (extended response only)	X	
Electronic speller (extended response only)	X	
Supplemental materials and devices	X	
<b>HSAP Modifications (Previous)</b>		
Oral administration	X	
Signed administration	X	
Alternative scoring for extended response	X	
Extended response options (with spell check, grammar check & word prediction enabled)		X

### **\*Oral Administration of ELA (reading and research) in Grades 5-8**

- The accommodation is necessary to provide access to the assessment due to the student's disability (e.g., the student has a specific disability that severely limits or prevents the student from reading text at any level of difficulty even after varied and repeated attempts to teach the student to do so);
- The student is a non-reader and not simply reading below grade level; and
- The student uses oral administration through a reader or electronic format routinely for instruction and assessment or receives signed administration presented through a sign language interpreter for routine instruction and assessment. (Students who use sign language as their primary mode of communication may receive a signed administration instead of an oral administration if the IEP team determines and documents the need.)

**Who qualifies as a non-reader?** The IEP team determines if a student is a non reader based on the information that they have. The SDE has stated that it is an IEP team decision. Accommodations are provided to enable the student to access the grade level assessment. The purpose of the assessment, of course, is accountability with respect to how students are achieving on grade level standards. The SCDE will not second guess an IEP team decision, but they are charged with providing guidance to IEP teams that they can use to make decisions.

- Considerations for the IEP team when making the non-reader decision include the student's:
  - past performance on the state assessment,
  - use of text books on tape,
  - use of oral administration of classroom materials, assignments and assessments,
  - use of assistive technology such as screen readers that provide oral access to grade level material.
- Evidence may support that a student comprehends grade level content when it is presented orally, but cannot access the grade level content through reading. An example of this might be an eighth grade student who comprehends content in all subjects at grade level when information is presented orally, but is actually reading at a much lower grade level.
- The IEP team could support that the accommodation provides access to the content and to the assessment so that the student can demonstrate what he or she knows and can do with respect to the grade level standards.
- There must be evidence that the student has received instruction in reading and that even with repeated and varied attempts he or she can still not access the assessment without oral administration. This could be class grades, information on performance in various reading programs etc. that the IEP team could review as they make the decision.
- All of this documentation is typically found in the IEP in the present levels of performance and in Section III related to accommodations to the general education curriculum. This is consistent with previous expectations for documenting the need for oral administration in both instruction and assessment.
- Certainly, a student reading at a Lexile level commensurate or closely commensurate with non-disabled peers would *not* be classified as a non-reader.

### **\*\*Calculator Use for Mathematics in Grades 5-8**

- The accommodation is necessary to provide access to the assessment due to the student's disability (e.g., the student has a specific disability that severely limits or prevents the student from calculating mathematically even after varied and repeated attempts to teach the student to do so);
- the student uses a calculator to access mathematical calculation routinely during instruction and assessment; and
- the calculator is a simple four-function calculator distributed by the test administrator and cleared of any data from previous uses. may be any four-function or scientific calculator. To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications.