| **DIRECTIONS**: Select ALL IEP Team approved accommodations / modifications for utilization on the next test administration. CATEGORY 3 MODIFICATIONS CAN BE USED FOR THE CELDT AND THE CAHSEE IF SPECIFIED IN THE STUDENT’S IEP OR SECTION 504 PLAN. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)** | | | | |  |
| **ACCOMMODATIONS / MODIFICATIONS** | | | **CAHSEE** | **CELDT** | **PFT** | |
| **\*\*** Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas | | | Variation Allowed |  | N/A | |
| **\*\*** Additional supervised breaks within a testing day or following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a “STOP” at the end of it | | | Variation Allowed |  | N/A | |
| Administration of the test at the most beneficial time of day to the student | | | 2 | 2 | 2 | |
| Arithmetic table or formulas (not provided on the mathematics tests) | | | 3 | N/A | N/A | |
| Arithmetic table or formulas (not provided on the science tests) | | | N/A | N/A | N/A | |
| Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test) | | | 2 | 2 | N/A | |
| Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses | | | 3 | 3 | N/A | |
| Audio amplification equipment | | | 1 | 1 | 1 | |
| Braille transcriptions provided by the test contractor | | | 2 | 2 | N/A | |
| Calculator on the mathematics tests | | | 3 | N/A | N/A | |
| Calculator on the science tests | | | N/A | N/A | N/A | |
| Colored overlay, mask, or other means to maintain visual attention | | | 1 | 1 | N/A | |
| Dictionary | | | 3 | 3 | N/A | |
| **\*\*** English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment | | | Variation Allowed |  | Variation Allowed | |
| Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions | | | 2 | 2 | N/A | |
| Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions) | | | 3 | 3 | N/A | |
| Extra time on a test within a testing day | | | ALL | ALL | ALL | |
| \*\* Hear the test directions printed in the test administration manual translated into the student’s primary language. Ask clarifying questions about the test directions in the student’s primary language | | | Variation Allowed |  | Variation Allowed | |
| Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions | | | 2 | 2 | N/A | |
| Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions) | | | 1 | 1 | 1 | |
| Math manipulatives on the mathematics tests | | | 3 | N/A | N/A | |
| Manually Coded English or American Sign Language to present test questions and answer options | | | 2  Math | 2  Writing | N/A | |
| 3  ELA | 3  Reading, Listening, Speaking |
| 2  Writing Task |
| Math manipulatives on the science tests | | | N/A | N/A | N/A | |
| Noise buffers (e.g., individual carrel or study enclosure) | | | 1 | 1 | N/A | |
| Special lighting or acoustics; special or adaptive furniture | | | 1 | 1 | N/A | |
| Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items | | | 2 | 2 | N/A | |
| Student marks in test booklet (other than responses) including highlighting | | | ALL | ALL | N/A | |
| Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school | | | 2 | 2 | N/A | |
| Supervised breaks within a section of the test | | | 2 | 2 | N/A | |
| Test administered at home or in hospital by a test examiner | | | 2 | 2 | 2 | |
| Test administration directions that are simplified or clarified (does not apply to test questions) | | | ALL | ALL | ALL | |
| Test individual student separately, provided that a test examiner directly supervises the student | | | 1 | 1 | 1 | |
| Test over more than one day for a test or test part to be administered in a single sitting | | | 2 | 2 | N/A | |
| Test questions and answer options read aloud to student or used audio CD presentation | | | 2  Math | 2  Writing | N/A | |
| 3  ELA | 3  Reading |
| 2  Writing Task |
| Test students in a small group setting | | | ALL | ALL | ALL | |
| Visual magnifying equipment | | | 1 | 1 | N/A | |
| Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test | | | 3 | 3 | N/A | |
| Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test) | | | 2 | 2 | N/A | |
| Unlisted Accommodation | | | Check with CAHSEE/PFT  Office Prior to Use | Check with CELDT Office Prior to Use | Check with CAHSEE/PFT Office Prior to Use | |
| Unlisted Modification | | | Check with CAHSEE/PFT  Office Prior to Use | Check with CELDT Office Prior to Use | Check with CAHSEE/PFT Office Prior to Use | |
| **\*\*** Because the CELDT and STS are tests specifically for English Learners, there are no separate guidelines for administering the CELDT and STS to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments for additional variations for ALL students, including English learners.  **NOTE:** Refer to the California Code of Regulations, Title 5 Education, for each specific program for more details. | | |  |  |  | | --- | --- | --- | | |  | | --- | | **Test Variation (1)** | | Students may have these testing variations if regularly used in the classroom. | | |  | | --- | | **Accommodation (2)** | | Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student’s IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment. | | |  | | --- | | **Modification (3)** | | For the CELDT, eligible students shall be permitted to take the tests with modifications if specified in the eligible student’s IEP or Section 504 Plan. Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student’s IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment. | | | | | |

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| |  |  | | --- | --- | | **TYPE OF DRDP:** | Code A - IFSP (Continue to receive infant/toddler special education services; transition to preschool; exit special education services) | |  | Code B - IEP (Continue to receive preschool special education services; transition to transitional kindergarten; transition to kindergarten; exit special education services) | |  | | | **adaptations used with the drdp access (mark the appropriate box(es)** | | | Augmentative/Alternative Communication System  Alternative Mode for Written Language  Visual Support  Assistive Equipment/Device  Functional Positioning  Sensory Support  Alternative Response Mode | | |