

Kenai Peninsula Borough School District  
Individualized Education Program (I.E.P.)

IEP Mtg. Date: 8/8/2013

**Assessment Participation**

Will participate: ☐ Without accommodations ☒ Modified HSGQE assessment  
☒ With accommodations ☐ Non-standardized assessment  
☐ Not subject to assessment due to age or having passed the HSGQE ☒ Alternate assessment

Certification: Other Health Impairment

The IEP team has agreed that Alternate Assessment is appropriate for Ima because:

**Accommodations**

**Timing / Scheduling**

Allowing frequent breaks during testing.  
Allowing additional time.  
Administering at a time of the day most beneficial to the student.

**Setting**

Administering the test individually in a separate location.  
Administering the test to a small group in a separate location.  
Providing special lighting.  
Providing adaptive or special furniture.  
Providing special acoustics.  
Administering the test in locations with minimal distractions, in a small group, study carrel, or individually.  
Using a communication device such as auditory amplification to give directions.  
Using a specific test proctor (e.g., examinee's regular or special education teacher).  
Preferential seating.  
Support of physical position of student by increasing or decreasing opportunity for movement.  
Using a checklist to remind student of tasks to be completed.

**Presentation**

***Braille***

Using the Braille edition or large-type (20 pt. font) edition, which is provided by the state test contractor.

***Test Directions***

Signing directions to the student.  
Allowing student to ask for clarifications on test directions.  
Clarification of directions by having student restate them.  
Reading and re-reading if requested, embedded directions.  
Provide written version of oral directions.  
Presenting directions through the use of projection equipment.  
Providing highlighted words in embedded directions.  
Writing helpful verbs from the directions on the board or a separate piece of paper.

***Test Questions***

Reading or signing math, science or writing items on the state required examinations to the student.  
Using test contractor signing DVD of HSGQE writing and mathematics tests.  
Using test contractor audio version of HSGQE writing and mathematics tests if available.  
Reading or signing multi-step math, science or writing test items one step at a time.  
Assist student in tracking or sequencing test items.  
Providing detailed monitoring to ensure student marks responses in correct answer area.  
Turn pages for student.  
Mask portions of the test to direct attention to uncovered items.  
Use color screens to direct attention to specific sections on a page.  
Allow student to highlight words except in answer document area.

***Use of Assistive Devices / Supports***

Using a calculator with minimal functions; having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.

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Using visual magnification devices.  
Using templates to reduce visible print.  
Using auditory amplification device, hearing aid, or noise buffers.  
Securing papers to work area with tapes/magnets.  
Using a device to screen out extraneous sounds (does not include music devices).  
Using adaptive equipment to deliver test. (Requires consultation with the department for security reasons.)  
Using masks or markers to maintain place.  
Using special pen or pencil such as felt-tip marker or ink pen.  
Using an adaptive keyboard.  
Using math manipulatives.

**Response**

***Test Format***

Using graph paper.  
Allowing student to mark responses in test booklet if test employs a separate answer sheet.  
Providing student with additional room for writing response.  
Use of color visual overlays.  
Using ruler or object to maintain place in test.  
Using shield to reduce glare.

***Use of Assistive Devices / Supports***

Allowing student to tape response for later verbatim transcription.  
Using a computer without spell or grammar checker.  
Dictating to a scribe for all tests.  
Allowing alternative responses such as oral, sign, typed, pointing.  
Using a Braille.  
Using a specially designed No. 2 pencil.

**Other**

Other Accommodations

**District Approved SBA Accommodation (Testing over several days)**

None approved

**SBA Accommodation Recommended by IEP Team**

**Pending District Approval Before Implementation (Testing over several days)**

Administering SBA over several days completing the testing on or before the last day of the test window.

**EED Approved HSGQE Modifications**

Allow student to ask proctor for clarification of a test question.  
Allow signer to clarify test questions for deaf student.  
Allow use of spell check on a word processor.  
Allow all tests to be read aloud (or provide a recording of the test material).  
Allow use of grammar check on a word processor.  
Allow student to use math or writing resource guides.  
Allow voice recognition software and word processor.  
Allow proctors to provide synonyms for unknown words if requested by student.

**Other EED approved HSGQE modifications:**

Other HSGQE Modifications

**HSGQE Modifications Recommended by IEP Team**

**Pending EED Approval Before Implementation**

Allow use of a graphing/science calculator.