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EDULIS URL:

<http://curriculum.wcape.school.za/site/118/page/view/>

ASSESSMENT

ACCOMMODATIONS

155.4072 SHA Sharman, Carole.
Observing children: a practical guide. 2004. / Carole Sharman,

V 371.27 HOW
How to informally assess student learning [videorecording]. 2005.

371.9 LER Lerner, Janet W.
Learning disabilities and related mild disabilities: characteristics, teaching strategies and new directions. 2009.

371.9 MACL McLoughlin, James A.
Assessing students with special needs. 2008.

M 371.9 MER Mercer, Cecil D.
Teaching students with learning problems [multimedia]. 2005.

371.9 PIE Pierangelo, Roger.
Assessment in special education: a practical approach. 2006.

371.9 PIE Pierangelo, Roger.
Learning disabilities: a practical approach to foundations, assessment, diagnosis, and teaching. 2006.

371.9042 COH Cohen, Libby G.
Assessment of children and youth with special needs. 2003.

371.9042 KLE Kleinert, Harold L.
Alternate assessment: measuring outcomes and supports for students with disabilities. 2001.

371.9043 BUC Buck, Di
Assessing pupils' performance using the P levels. 2001

371.9044 HOO Hoover, John J.
Curriculum adaptations for students with learning and behavior problems : differentiating instruction to meet diverse needs. 2005.

371.904435 MAR Marvin, Claire.
Access to science: curriculum planning and practical activities for pupils with learning difficulties. 2003.

M 371.90447 SHA Sharp, Brian.
Meeting SEN in the curriculum [multimedia] : maths. 2004.

371.9046 BEA Beattie, John.
Making inclusion work effective practices for all teachers. 2006.

M 371.9046 BRI Briggs, Sue.
Inclusion [multimedia] : how to do it in secondary schools. 2004.

371.9046 CHE Cheminais, Rita.
Developing inclusive school practice: a practical guide. 2001.

371.9046 FRI Friend, Marilyn Penovich,
Including students with special needs a practical guide for classroom teachers. 2002.

371.9046 HAN Hannell, Glynis.
Success with inclusion: 1001 teaching strategies and activities that really work. 2008.

371.9046 JAN Janney, Rachel.
Modifying schoolwork. 2000.

371.9046 JOR Jorgensen, Cheryl M.
The inclusion facilitator's guide. 2006.

371.9046 KAR Karten, Toby J.
Inclusion strategies that work! : research-based methods for the classroom. 2005.

M 371.9046 LEW Lewis, Rena B.
Teaching special students in general education classrooms. 2006.

371.9046 MACN McNary, Sarah J.,
What successful teachers do in inclusive classrooms: 60 research-based teaching strategies that help special learners succeed. 2005.

M 371.9046 POT Potterton, Mark.
Together now [multimedia] : implementing inclusive education. 2002.

371.9046 SAG Sage, Rosemary.
A world of difference: tackling inclusion in schools. 2004

371.9046 SPI Spinelli, Cathleen G.
Classroom assessment for students in special and general education. 2006.

371.9068 PHI Phillips, Sylvia.
Management skills for SEN coordinators in the primary school. 1999.

371.914 MOR Mortimer, Hannah.
Activities for including children with dyslexia and language difficulties: identifying needs, inclusive activity ideas, assessment advice, planning interventions. 2005.

371.9142 BRE Brent, Mary.
Working with secondary students who have language difficulties. 2004.

371.9144 DYS
Dyslexia and literacy: theory and practice / edited by Gavin Reid and Janice. 2002.

371.9144 DYS
Dyslexia, speech and language: a practitioner's handbook / edited by Margaret J. Snowling, Joy Stackhouse. 2006

371.9144 MOR Morris, Darrell.
Diagnosis and correction of reading problems. 2008.

371.9144 NEA Neanon, Chris
How to identify and support children with dyslexia. 2002.

371.9144 THO Thomson, Moira.
Supporting students with dyslexia in secondary schools: every class teacher's guide to removing barriers and raising attainment. 2008.

371.91446 REI Reid, Gavin
Dyslexia and inclusion: classroom approaches for assessment, teaching and learning. 2005.

372.417 ISR Israel, Susan E.
Using metacognitive assessments to create individualized reading instruction.

372.72 WRI Wright, Robert J
Early numeracy: assessment for teaching and intervention. 2006.

373.127 BLA Blaz, Deborah.
Differentiated assessment for middle and high school classrooms. 2008.

618.92855 HED Hegde, M. N.
Language disorders in children: an evidence-based approach to assessment and treatment. 2006.

FULL TEXT ARTICLES (To access articles that require a password or if you have trouble opening the document, please contact Susan Hanekom at 021 957 9617. Please keep in mind that PDF documents take a little longer to download.)

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=8&sid=a72693b4-d726-4954-8bd0-d4be422ac078%40sessionmgr12>

Improving the test-taking skills of behaviorally disordered and learning disabled children. Scruggs, Thomas E.; Mastropieri, Margo A.. *Exceptional Children*, Sep1986, Vol. 53 Issue 1, p63-68,

Seventy-six third- and fourth-grade children classified as learning disabled or behaviorally disordered were randomly assigned to treatment and control groups. Students assigned to the treatment condition were taught test-taking skills pertinent to reading achievement tests. Students were taught, in small groups over a 2-week period, such strategies as attending to appropriate stimuli, marking answers carefully, using time well, and avoiding errors. Following the training procedures, students were administered standardized achievement tests in their normal classroom assignments. Results indicated that trained students scored significantly higher.

<http://www.pearsonassessments.com/NR/rdonlyres/DD42686A-9434-4B5A-8E96-14B6FCF75F1F/0/AdministeringAlternateAssessments.pdf>

What Special Education Teachers Need to Know. This report examines what knowledge, skills, and tools a special education teacher needs to successfully administer an alternate assessment.

<http://www.teachervision.fen.com/special-education/resource/5350.html>

Read our suggestions for modifying assessments, and discover new techniques to improve your knowledge of your students. Also find practical accommodations that can be made in most classrooms. These practices will help you include all of your students in classroom discussion, a primary goal for successful teachers.

http://www.michigan.gov/documents/Exhibit_B_Accommodations_Table_127886_7.pdf

The summary table of assessment accommodations which can be used by educators

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/3b/ea.pdf

This report examines issues concerning the provision of accommodations for students with disabilities participating in state and district assessments. The report considers what an accommodation is, what kinds of accommodations are available, who should make the decision regarding accommodations, when accommodations should be used, and how accommodations affect test results.

<http://www.cast.org/system/galleries/download/byCAST/udlassessment.pdf>

Dolan, R. P. and Hall, T. E. (2001). **Universal design for learning: implications for large-scale assessment** *IDA Perspectives* 27(4): 22-25.

This article will describe a way to make strides toward an education system that works for all students, including those with learning disabilities, by applying the concept of universal design to learning and assessment. We will illustrate how the learning needs of different students, including students with dyslexia, can be accommodated through accessible design of educational material, resulting in better learning and more accurate assessments.

http://www.ctb.com/media/articles/pdfs/general/guidelines_inclusive.pdf

This document provides guidelines on the use and appropriate interpretation of the results of inclusive test administrations. These guidelines are intended to facilitate the valid interpretation of individual student results and valid comparisons of year-to-year and group-to-group summary data for students with disabilities, as well as limited English proficiency (LEP) and ELL students. These guidelines are not comprehensive in covering the many needs and issues of such students.

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/4f/36.pdf

Assessment guidelines that maximize the participation of students with disabilities in large-scale assessments: characteristics and considerations

This monograph offers guidelines that address issues in the inclusion of students with disabilities in national, state, and district educational assessment programs. Assessments are viewed as the foundation of educational accountability systems and thus the key to efforts for educational reform. Specific criteria for reviewing, revising, and/or evaluating assessment guidelines for student participation, accommodation, and reporting are provided. The guide urges a hands-on approach to examining and/or revising state and district guidelines about accountability, large-scale assessments, and students with disabilities. The document first provides an overview of immediate and past practice in participation, accommodation, and reporting of students with disabilities in state and national assessments. It then offers specific criteria for making decisions concerning participation, accommodation, and reporting of assessment results for students with disabilities. Assessment accommodations in four categories (presentation, time/scheduling, student response, and test setting) are suggested.

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=12&sid=de62951c-76ac-4b62-b468-d13ed9dc35a9%40sessionmgr4>

Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for english language learners

Rebecca J. Kopriva, University of Wisconsin, Jessica E. Emick, Inner Health Ministries, Carlos Porfirio Hipolito-Delgado, University of Colorado.

Does it matter if students are appropriately assigned to test accommodations? Using a randomised method, this study found that individual students assigned accommodations keyed to their particular needs were significantly more efficacious for English language learners (ELLs) and that little difference was reported between students receiving incomplete or not recommended accommodations and no accommodations whatsoever.

http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY_EE_Accommodations.pdf

Assessment & Accommodations. Stephen D. Luke, Ed.D. & Amanda Schwartz, Ph.D.

... what accommodations are appropriate for which students? How do accommodations affect students' learning and their performance on tests? This *Evidence for Education* addresses these and other questions and explores the research base in this area. Commentary from education professionals and examples from the field are included to highlight practical tools and resources designed to help educators and families determine appropriate accommodations for students with disabilities.

<http://www.cehd.umn.edu/nceo/onlinePubs/TechReport34.pdf>

A summary of research on the effects of test accommodations: 1999 through 2001

Sandra Thompson • Amanda Blount • Martha Thurlow

This report is intended to update and summarise what we know from research on the effects of accommodations, and also to provide direction to the design of critically needed future research on accommodations.

<http://www.cehd.umn.edu/NCEO/OnlinePubs/NCLD/Accommodations.pdf>

Assessment guidelines that maximize the participation of students with disabilities in large-scale assessments: Characteristics and considerations.

Synthesis Report 25. Elliott, Judy

... students throughout the country must participate in annual testing in specific academic areas and grades outlined in the law, including students with disabilities. Requiring the inclusion of all students with disabilities in state- and district-wide assessments helps ensure that schools, school districts and states are held accountable for the achievement of these students. Students with disabilities must be provided with the appropriate accommodation necessary to participate in these tests. Making determinations about the appropriate accommodations that students with disabilities need in order to fully and equally participate in large scale testing is a critical component of developing a student's Individualized Education Program (IEP)

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/3b/ea.pdf

Providing assessment accommodations

Some of the questions answered are: What is an assessment accommodation? What kinds of accommodations are available? When should accommodations be used?

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=7&sid=bf4d4399-bbc0-43f3-b80f-c3f850ccc7ab%40sessionmgr10>

The relationship between instructional and assessment accommodations in an inclusive state accountability system

Jim Ysseldyke, Martha Thurlow, John Bielinski, Allison House, Mark Moody and John Haigh

Kinds of instructional and assessment accommodations students with disabilities receive were investigated and the extent to which instructional accommodations match assessment accommodations. Data of the specific types of accommodations used are provided.

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=7&sid=bf4d4399-bbc0-43f3-b80f-c3f850ccc7ab%40sessionmgr10>

Educators' Perceptions and Documentation of Testing Accommodations for Students with Disabilities Full Text Available by Schulte, Aleta Gilbertson. Special Services in the Schools, November 2000, Vol. 16 Issue: Number 1-2 p35-56.

Many educators are faced with the requirement of using accommodations for students with disabilities in efforts to include them in assessments. This two-part investigation focused on educators' use of the Assessment Accommodation Checklist (AAC) (Elliott, Kratochwill, & Schulte, 1996) to facilitate selection of assessment accommodations for two hypothetical students with disabilities who are taking either a test featuring multiple-choice items or performance tasks. The results of this study have implications for the participation of students with disabilities in large-scale assessments.

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=7&sid=bf4d4399-bbc0-43f3-b80f-c3f850ccc7ab%40sessionmgr10>

Assessment accommodations: Helping students with exceptional learning needs. Full Text Available By: Rieck, William A.; Wadsworth, Donna E. Dugger. Intervention in School & Clinic, Nov2005, Vol. 41 Issue 2, p105-109.

Accommodations in both instructional strategies and assessment procedures have long been required for students with special learning needs. It has been evident that some educators were not certain of the reasons for assessment accommodations, the range of assessment opportunities, and the nature of acceptable accommodations. This article clarifies, based on experience and the literature, those factors that seem to be problematic for many general educators as well as some special educators. Examples from field experiences are used to illustrate the concepts presented.

<http://web.ebscohost.com/ehost/pdf?vid=10&hid=7&sid=eccfd62c-429a-48c8-8c5f-21e576b2bbd5%40sessionmgr12>

State policies on assessment participation and accommodations for students with disabilities Full Text Available The Journal of Special Education, January 2005, Vol. 38 Issue: Number 4 p232-240.

State assessment systems continue to evolve as federal requirements change and more students are included in the assessment systems. Additional participation options beyond the usual three (participation without accommodations, participation with accommodations, alternate assessment) were more evident in state policies, and states continued to increase the number of accommodations included in their policies. Some states allowed accommodations for all students regardless of whether they received special education services. The most controversial accommodations continued to be read aloud, calculator, and scribe. Changes in state policies, differences among current policies, and implications of these policies are discussed.

<http://web.ebscohost.com/ehost/detail?vid=14&hid=7&sid=eccfd62c-429a-48c8-8c5f-21e576b2bbd5%40sessionmgr12&bdata=JnNpdGU9ZWVhvc3QtG2ZQ%3d%3d#db=e5h&AN=122527>

Functional assessment: A method for developing classroom-based accommodations and interventions... Reid, Robert, Maag, John W., Reading & Writing Quarterly, 10573569, Jan-Mar1998, Vol. 14, Issue 1.

This article describes functional assessment as a method teachers can use to develop classroom accommodations and interventions for children with ADHD.

<http://web.ebscohost.com/ehost/pdf?vid=17&hid=7&sid=eccfd62c-429a-48c8-8c5f-21e576b2bbd5%40sessionmgr12>

Educators' assessment accommodation preferences for students with autism. Full Text Available Focus on Autism and Other Developmental Disabilities, January 1999, Vol. 14 Issue: Number 4 p212-219.

This study reports the results of a survey of teachers and related-services professionals experienced in working with students with autism. The survey focused on identifying students with autism spectrum disorders who were perceived to be appropriate for participation in a large-scale group assessment. Respondents identified minimally necessary testing accommodations or children considered appropriate to participate in district-wide testing.

<http://web.ebscohost.com/ehost/pdf?vid=17&hid=7&sid=eccfd62c-429a-48c8-8c5f-21e576b2bbd5%40sessionmgr12>

Helping teachers formulate sound test accommodation decisions for students with learning disabilities. Full Text Available By: Fuchs, Lynn S.. Learning Disabilities Research & Practice (Blackwell Publishing Limited), Aug2001, Vol. 16 Issue 3, p174.

This paper introduces a data-based approach as an alternative way to help teachers formulate decisions about the validity of test accommodations for students with LD.

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