



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



Special Documented Accommodations Procedure

Definition: Accommodations provided during test administration allow students with disabilities a greater opportunity to demonstrate their aptitude and achievement in testing situations. This year, districts have been given the option to administer the Smarter Balanced Field Test to their students. This new assessment provides greater access opportunities by providing universal tools, supports and documented accommodations. However, utilizing appropriate or reasonable accommodations should not interfere with the interpretation of student's scores.

In exceptional circumstances, there may be students whose disabilities require certain accommodations to be monitored. In these cases, upon the request of the district test coordinator (DTC) the Connecticut State Department of Education (CSDE) will provide information regarding the [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced Field Test 2013-2014](#). These petitions **MUST** be submitted to Connecticut State Department of Education (CSDE) in writing, prior to testing (preferably by January 31, 2014). These petitions must also include all of the necessary documentation to support any request for the use of these documented accommodations.

Step 1- Initial Contact:

- DTC contacts CSDE at least two months prior to start of testing and describes special testing accommodations needed for a student.

CSDE Contacts: Janet Stuck-Janet.Stuck@ct.gov (860-713-6837) or
Joe Amenta- Joseph.Amenta@ct.gov (860-713-6855)

- DTC provides the following information:
 - state assigned student identification (SASID) number;
 - student name (last, first);
 - date of birth;
 - grade;
 - name of school, and district, or approved private special education facility or regional educational service center; and
 - reason for special documented accommodation request.
- CSDE makes initial determination providing suggestions for alternatives utilizing standard accommodations and if necessary proceed to Step 2.

Step 2- Petition for Special Documented Accommodations for the Smarter Balanced Field Test:

- CSDE e-mails the [Petition for Special Documented Accommodations for the Smarter Balanced Field Test](#).

- DTC must complete this form and return it with **ALL** required documentation to either Joseph Amenta **or** Janet Stuck

Janet Stuck Bureau of Student Assessment Connecticut State Department of Education 165 Capitol Avenue P.O. Box 2219 Hartford, Connecticut 06145-2219	Joseph Amenta Bureau of Student Assessment Connecticut State Department of Education 165 Capitol Avenue P.O. Box 2219 Hartford, Connecticut 06145-2219
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Step 3- Review of documentation:

- CSDE will contact the student’s teacher and/or other appropriate district staff to discuss the student’s qualifications and need for the special documented accommodation indicated on the Petition for Special Documented Accommodations for the Smarter Balanced Field Test
- Criteria used to determine approval of a petition for special accommodations include:
 - evidence of appropriate specificity of special accommodations requested related to the individual need of the student throughout the IEP document (states activities where required/duration/personnel support etc.);
 - evidence that requested special accommodations are currently used during classroom instruction;
 - evidence of student’s primary disability impacting test accessibility;
 - evidence of student’s experience level with the special accommodations requested; and
 - evidence of goals to increase, maintain or improve functional capabilities over time.

Step 4- CSDE sends letter of response to DTC indicating the petition has been approved or denied.

Letters include:

- date;
- name and address of DTC petitioning for special accommodation;
- student name;
- test year;
- grade;
- test;
- description of disabling conditions and the impact on test accessibility; and
- statement of approval or denial.

Letters of approval also include:

- explanation of special documented accommodations for each subtest; and
- names individual (usually DTC) responsible for appropriate submission of assessment.

Copies of this letter are sent to the special education teacher, district special education supervisor, and CSDE unit coordinator.