

The 2% Transition

Supporting Access to State Assessments for Students With Disabilities

Elisa M. Jamgochian and Leanne R. Ketterlin-Geller

Sharon is a seventh grade student with a specific learning disability who attends Singletown Middle School. She plays on the volleyball team, is a member of the photography and yearbook clubs, and has a small group of close friends. She attends all general education classes but struggles to keep up with the rigors of the content area classes, especially math and science. She has a positive attitude but exhibits challenges with organization and finds it difficult to analyze and synthesize information from multiple sources, respond to open-ended writing prompts, and complete intermediary tasks involved in solving multiple-step problems. Even with the supports she receives from her special education teacher, Sharon consistently struggles academically, displaying difficulties with content area vocabulary, written responses, and problem-solving. She scored poorly on district and classroom tests and did not meet proficiency expectations on state tests.

As Sharon progressed through elementary school, she did not look forward to the challenges of middle school and shared her concerns with her parents and individualized education program (IEP) team. When reviewing her performance data and discussing the transition to middle school during her IEP meeting, the team discussed the possibility of changing some of the

expectations for her work. The IEP team decided that Sharon would take a different type of state test that had fewer test questions, shorter reading passages, and fewer response options. Sharon was excited about this opportunity and actually looked forward to taking the state tests.

The first year Sharon took the alternate assessment based on modified achievement standards (AA-MAS), she was eager to show her knowledge, skills, and abilities on the topics she learned that year. She worked hard to prepare for the tests and scored high enough to meet expectations. But now that the law has changed, Sharon will no longer be allowed to take the AA-MAS. This year, Sharon will participate in the regular state assessments and district and classroom tests with accommodations. How will her IEP team identify appropriate accommodations that will meet Sharon's needs and allow her to demonstrate her knowledge, skills, and abilities, given the new federal requirements?

Participation in Assessments for Students With Disabilities

All students, including students with disabilities, are required to participate in state tests in English language arts (ELA) and mathematics (U.S.

Department of Education [USDE], Office of Elementary and Secondary Education, 2001; USDE, Office of Special Education and Rehabilitative Services, 2004). Most students with disabilities participate in state assessments with or without accommodations (based on each student's IEP). A small number of students with the most severe or profound intellectual disabilities participate in an alternate assessment based on alternate achievement standards (AA-AAS). Until recently, some students with persistent academic difficulties, like Sharon, participated in a third option—alternate assessment based on modified achievement standards (AA-MAS).

The purpose of the AA-MAS was to improve the accessibility of state tests for students with persistent academic difficulties who displayed difficulties accessing grade-level content standards and demonstrating their knowledge, skills, and abilities (USDE, Office of Elementary and Secondary Education, 2007). Strategies for improving access included changing the test and item specifications, as well as changing the achievement standards. The design of the AA-MAS varied across the states that opted to implement it. Some of the more common differences between standard state accountability tests and the AA-MASs included additional

graphics, the omission of a distractor response option (e.g., three answer choices instead of four), fewer items overall or fewer items per page, shorter passages, simplified language, and visual emphasis of key words (Hodgson, Lazarus, & Thurlow, 2010).

Recently, concerns were raised about the appropriateness of this assessment system. U.S. Secretary of Education Arne Duncan argued that “allowing the achievement of students with disabilities to be measured by these alternate assessments aligned to modified achievement standards . . . prevents [them] from reaching their full potential, and prevents our country from benefitting from that potential” (USDE, 2013). Beginning with the 2014-2015 school year, the AA-MAS was no longer allowed.

Because students who previously participated in the AA-MAS are now required to take nonmodified state assessments aligned with college- and career-readiness standards (USDE, 2013), other means of improving the accessibility of state tests are needed. Research evidence is accumulating that supports the use of test accommodations for improving accessibility of state assessments for students with disabilities (Sireci, Scarpatti, & Li, 2005).

Application of Test Accommodations

The goal of applying accommodations in testing is the same as that of the AA-MAS—to make valid inferences about students’ knowledge, skills, and abilities by improving the accessibility of the tests. Test accommodations are adaptations to the way in which information is presented, the manner in which students respond, the setting of test administration, or the timing of implementation, and do not alter content or performance expectations (Salend, 2008). By making these changes, accommodations should mediate the interaction between students’ personal characteristics and features of the tests that cause a barrier to accurate measurement of students’ knowledge, skills, and abilities (Ketterlin-Geller, 2008). Test

accommodations should not change the meaning or interpretation of the test scores but instead, reduce the impact of features of the tests that are irrelevant to the construct and act as “access barriers” (Bolt & Thurlow, 2004).

The goal of applying accommodations in testing is the same as that of the AA-MAS—to make valid inferences about students’ knowledge, skills, and abilities by improving the accessibility of the tests.

In testing situations, access barriers may include features of the content or environment that effectively prevent students from being able to demonstrate their knowledge, skills, and abilities, and which are unrelated to the tested construct. Examples of access barriers include (a) insufficient visual clarity (e.g., poor contrast, image quality, font size/style), (b) lack of audio support or poor audio quality, (c) unnecessarily complex language, (d) inappropriate or no physical supports, and (e) test anxiety and fatigue. When accommodations are appropriately assigned, students’ access to the tests should improve resulting in a differential boost in students’ scores when using an accommodation (Fuchs & Fuchs, 2001). To see a differential boost, two outcomes are expected: (a) The test scores for students with disabilities are higher when they receive the accommodation than when they do not and (b) the increase in test scores is not observed for their peers without disabilities (Kettler, 2012; Phillips, 1994). Observing both of these outcomes provides evidence that the accommodations reduced the access barrier, and did not provide an unfair advantage but instead created a level playing field for students with disabilities.

Across the many studies that have been conducted on the impact of test

accommodations on students’ scores, the results are inconclusive. There are few accommodations that have sufficient evidence to suggest that there is a differential boost (Lai & Berkeley, 2012); however, in spite of the relatively inconsistent results, Sireci, Scarpatti, and Li (2005) noted that most accommodations made to state assessments show no evidence of being harmful or unfair. As the methods for studying accommodations improve and become more robust, more conclusions may be generated about the effectiveness of accommodations (Kettler, 2012). Until then, IEP team members will need to integrate the existing research evidence with their professional knowledge and available resources (e.g., state testing accommodation guidelines, computer-based IEP programs) to assign accommodations to support access for students with persistent academic difficulties.

Confounding this situation are the current state policies on allowable accommodations. Lazarus, Cormier, and Thurlow (2011) found that states with restrictive policies on the use of accommodations in testing were more likely to develop an AA-MAS than states that allowed a greater range of accommodations. Further, some states allowed controversial accommodations (e.g., read-aloud questions, assistive technology, calculators) on the AA-MAS. As Lazarus and colleagues noted, some of these controversial accommodations might be needed to reduce barriers caused by the student’s disability. It follows that in states with restrictive accommodations policies, IEP teams may be limited in the accommodations they can assign. Without the AA-MAS option, students with disabilities who persistently struggle may have difficulty accessing the content or demonstrating their knowledge on regular state assessments. However, IEP teams can work within the existing allowable accommodations to enhance the inclusion of students with disabilities in educational assessments by carefully considering the students’ needs when assigning accommodations.

IEP teams can work within the existing allowable accommodations to enhance the inclusion of students with disabilities in educational assessments.

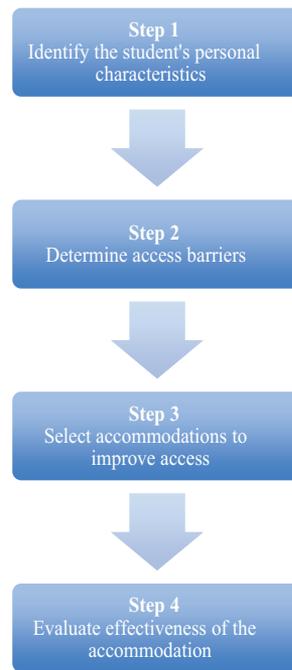
Assigning Accommodations to Support Access

To support IEP teams' efforts to identify accommodations that will increase the accessibility of state tests, we provide a process for assigning accommodations. Important to the process of assigning accommodations is a clear understanding of the state accommodation policies, features of the test and testing situation, and the student's personal characteristics. By considering the interplay between these three components, IEP teams can identify which allowable accommodations can help mediate negative interactions between the student's personal characteristics and features of the tests that cause barriers to accurate measurement (see Figure 1).

The decision-making process for identifying appropriate accommodations is as follows: First, identify the student's personal characteristics, including strengths and areas of weakness. Second, determine possible access barriers based on the student's personal characteristics and features of the tests and testing situations. Third, select accommodations that mediate the negative interaction between student's personal characteristics and features of the tests and testing situations. These accommodations should support the student's access to the tested construct and lead to accurate measurement of the student's knowledge, skills, and abilities. Finally, evaluate the effectiveness of the accommodations by collecting and analyzing student performance data with and without the accommodations.

This process is intended to help IEP teams identify the accommodations

Figure 1. Decision-making process for identifying appropriate accommodations



students with persistent academic difficulties may need to access state tests. District and classroom tests should also be considered in this process. Figure 2 shows how Sharon's IEP team would implement this process. A template to guide IEP teams through this process is provided in Figure 3. Sample questions and prompts are included in the template to facilitate discussion, help identify relevant sources of evidence, and support decision making.

In Step 1, the IEP team identifies the student's personal characteristics that might impede access to the tests or testing situations. Kettler (2012) refers to these characteristics as *functional impairments* because they represent deficits in skills or knowledge needed to access the test or testing situation. Because the student's disability classification is less important than understanding what characteristics interfere with accurate measurement of the tested construct, this list should include information about the student's cognitive processing, attention, language or linguistic processing, and physical characteristics

(Ketterlin-Geller, Crawford, & Huscroft-D'Angelo, 2014). Information gathered in this step can come from a variety of sources such as observations of student behavior, assessments of language skills or linguistic processing ability, tests of cognitive ability or achievement (e.g., Woodcock-Johnson IV [Schrank, McGrew, & Mather, 2014; Schrank, Mather, & McGrew, 2014]), and student work samples, and is used as the foundation for the remaining steps. Some examples include the following:

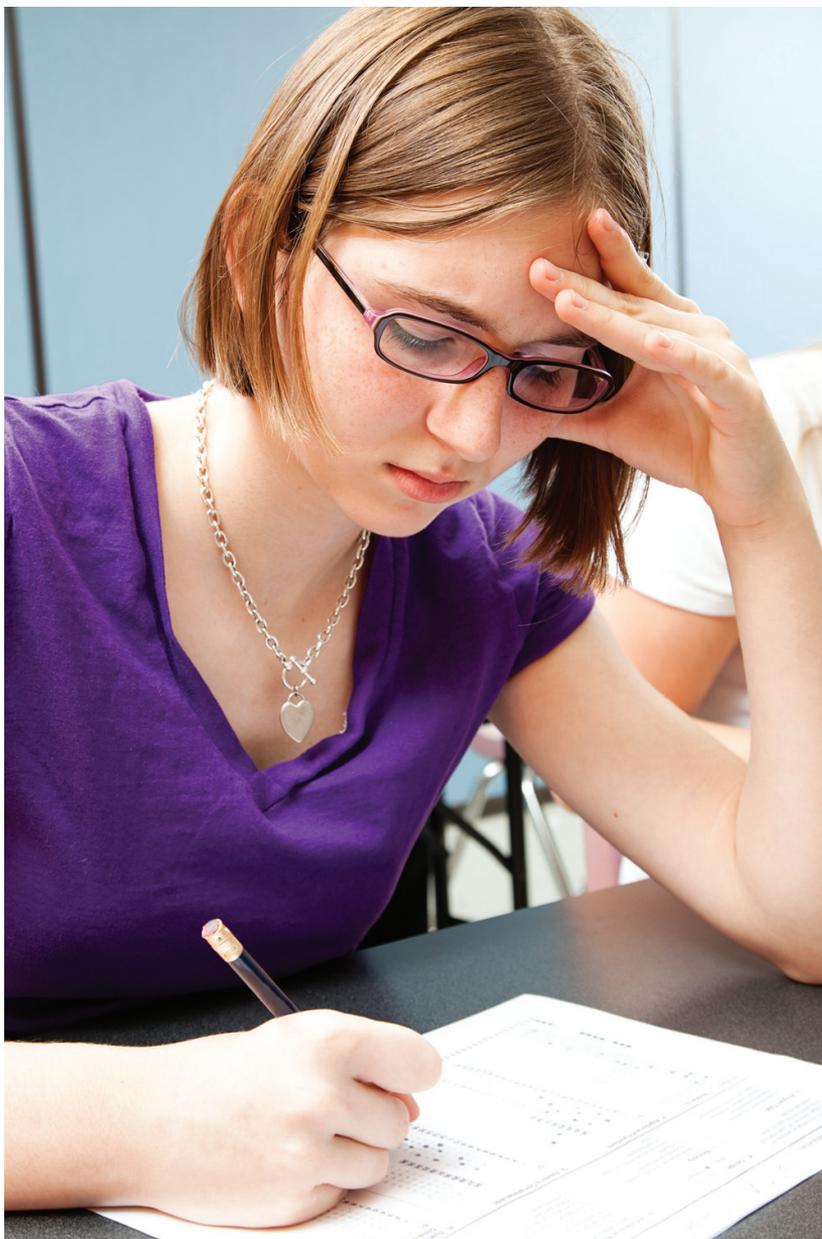
- Attention: Difficulty with sensory processing, sensitivity to stimuli
- Language or linguistic processing: Expressive or receptive language difficulties, difficulty reading text or comprehending
- Cognitive processing of information: Limitations in working memory, limited retention of information, difficulty accessing information in long-term memory
- Physical characteristics: Blindness or visual impairment, deafness or hearing impairment, motor abilities

An initial question to consider in this discussion is: Does the student struggle due to lack of knowledge, skill, or ability in a particular area or due to a functional impairment that prevents access? It is important for members of the IEP team to remember that some of the difficulties students face may be related to their understanding of the tested content. Because accommodations are not intended to change the purpose or interpretation of test results, accommodations cannot be applied to these challenge areas. Some additional questions that may further add to this discussion include: (a) In which subjects is the student struggling? (b) What causes the student to struggle in these subjects? (c) During which activities or on what types of tasks does the student struggle? In Figure 2, we illustrate how Sharon's IEP team responded to these questions.

In Step 2, the IEP team identifies features of the tests and testing situations that may interact with the

Figure 2. Example: Accommodations decision-making process for Sharon

Step 1: Identify the student’s personal characteristics	
<p>Sharon is a 7th grade student with persistent academic difficulties. She plays on the volleyball team and is a member of the Photography and Yearbook clubs. She has a positive attitude but struggles in content area classes. On standardized assessments, Sharon performs at the ‘far below basic’ level in reading and ‘below basic’ in mathematics.</p> <p><i>Does the student struggle due to lack of knowledge, skill, or ability in a particular area or due to a functional impairment that prevents access?</i> Sharon struggles with the following skills: organizing ideas for writing tasks; decoding multi-syllabic words, especially in content area texts (math and science); and recalling the meaning of key vocabulary in content area instruction, which often impacts her overall comprehension of a topic.</p> <p><i>In which subjects is Sharon struggling?</i> Sharon primarily struggles in math and science.</p> <p><i>What causes Sharon to struggle?</i> She has difficulty analyzing and organizing information from multiple sources. When she responds to open-ended writing prompts, her ideas are often not very well organized and are not fully developed. She struggles to read and comprehend content from the science textbook.</p> <p><i>During which activities or on what types of tasks does Sharon struggle?</i> She appears to struggle most when a task requires a written response, multiple step solutions, or evaluation of different solutions.</p>	
Step 2: Features of the tests or testing situations that cause access barriers	Step 3: Align accommodations with barriers to improve access
1. <i>Format of tests:</i> Multiple-choice tests that require comparison of multiple answer choices	<ul style="list-style-type: none"> • Visual cues through highlighting, • Masking (i.e., blocking off distracting content)
2. <i>Features of the testing situation:</i> Long tests that require a lot of reading or writing	<ul style="list-style-type: none"> • Frequent breaks or testing across multiple sessions
3. <i>Method of expression:</i> Written response, especially that which requires justification	<ul style="list-style-type: none"> • Response assistance (scribe/transcriber, responding in test booklet)
4. <i>Format of items:</i> Reading and comprehending complex math or science content; deciphering irrelevant information presented in word problems	<ul style="list-style-type: none"> • Read aloud the math or science test items • Clarify/repeat the prompt • Simplify the language of math or science test items • Masking (i.e., blocking off distracting content)
5. <i>Responding to the item:</i> Tasks requiring multiple-step solutions	<ul style="list-style-type: none"> • Read aloud directions • Visual cues through highlighting • Special paper (e.g., blank, lined, graph, etc.) • Calculator for multiple-step math items that test conceptual understanding (not computation)
6. <i>Responding to the item:</i> Tasks that require organizing information	<ul style="list-style-type: none"> • Graphic organizer template • Clarify/repeat directions
Step 4: Collect and analyze data to verify the effectiveness of the accommodations	
<p>The accommodations listed in Step 3 are included on Sharon’s IEP.</p> <p><i>Prior experience with the accommodation.</i> Based on Sharon’s prior experience working with her teachers, she is familiar with the following accommodations:</p> <ul style="list-style-type: none"> • Using visual cues through highlighting • Masking to block off distracting or irrelevant information • Having items and directions read aloud • Knowing when to ask to have information repeated • Simplified language on math and science tests • Calculator <p>Sharon has limited experience with the following accommodations. During September and October, Sharon’s teachers will work with her to reinforce understanding and use of the following accommodations:</p> <ul style="list-style-type: none"> • Response assistance (using a scribe or transcribing software) • Knowing when to take breaks during testing situations • Understanding how and when to use special paper and graphic organizers to organize information <p>Special attention will be paid to Sharon’s understanding of the purpose of the accommodations, so that she is able to use each independently and identify when to use a particular accommodation.</p> <p><i>Use of the accommodation in instruction:</i> All of Sharon’s teachers have agreed to implement these accommodations during testing and support their use during instruction.</p> <p><i>Reflections:</i> During the academic year, the IEP team will observe and collect data on the following:</p> <ul style="list-style-type: none"> • Did Sharon use the accommodations? For what tasks? When? And with what assistance? • Was the accommodation difficult for Sharon to use or did the accommodation appear to make the task more difficult? • What are the results of tests when Sharon used the accommodation versus when she did not use the accommodation? • What are Sharon’s perceptions of the accommodation? 	



from direct observations of the student's interaction with different test formats or situations, interviews or discussions with the student, and/or examination of performance data obtained from tests containing the same content presented in different formats.

Because the student's disability classification has limited utility for assigning accommodations, Step 2 should be completed on an individual basis. For example, a student who has difficulty with visual perception may have trouble attending to relevant features of graphs, tables, or figures included in test items. In contrast, these visual features may support a student who has difficulty comprehending information presented in text. Figure 2 shows the features of state assessments, district tests, and classroom tests and testing situations that may cause access barriers for Sharon.

Next, in Step 3, possible accommodations should be identified for each feature of the tests or testing situations that may cause an access barrier. The IEP team should consider accommodations that are allowable by the state education agency and alleviate barriers to the student's ability to demonstrate his or her knowledge, skills, and abilities identified in Step 2. Some states might be using assessments developed under the Smarter Balanced Assessment or Partnership for Assessment of Readiness for College and Careers consortia. These consortia have accommodations guidelines, but state-specific guidelines should also be considered for content areas outside of mathematics and ELA.

As a result of completing Step 2, the IEP team should have a clear sense of the features of tests and testing situations that may interfere with the student's ability to demonstrate his or her knowledge, skills, and abilities. In Step 3, the IEP team should consult the list of allowable accommodations to determine which will address the identified access barrier. A clear rationale should be provided to justify each accommodation. Continuing to ask if the accommodation will mediate the student's characteristics to overcome the barrier caused by the

student's personal characteristics to cause access barriers. Completing this step requires that the IEP team has knowledge about the tests and testing situations by which the student is expected to demonstrate his or her knowledge, skills, and abilities. Moreover, these features may differ across state, district, and classroom tests. As such, the IEP team will need to gather this information prior to completing this step. Questions that may guide the IEP team's review of the tests and testing situations include:

- Does the format of the test (e.g., multiple choice, performance

assessment) cause an access barrier?

- Does the testing situation (e.g., test duration, location of testing) cause an access barrier?
- Does the method of expression (e.g., written response, demonstration) cause an access barrier?
- Does the format or presentation of items (e.g., text, graphs) cause an access barrier?
- Are there steps involved in responding to the items that cause an access barrier?

Evidence to support the IEP team's discussion of access barriers may come

Figure 3. Template with guiding questions to support IEP decision making

Step 1: Identify the student’s personal characteristics	
<p>General description of the student’s strengths and weaknesses:</p> <p><i>Does the student struggle due to lack of knowledge, skill, or ability in a particular area or due to a functional impairment that prevents access?</i></p> <p><i>In which subjects is the student struggling?</i></p> <p><i>What causes the student to struggle?</i></p> <p><i>During which activities or on what types of tasks does the student struggle?</i></p>	
Step 2: Features of the tests or testing situations that cause access barriers	Step 3: Align accommodations with barriers to improve access
1. <i>Does the format of the test cause an access barrier?</i>	• Consider accommodations to the presentation of the test.
2. <i>Does the testing situation cause an access barrier?</i>	• Consider accommodations to the setting or timing of the testing situation.
3. <i>Does the method of expression cause an access barrier?</i>	• Consider accommodations for response options.
4. <i>Does the format or presentation of items cause an access barrier?</i>	• Consider accommodations to the presentation of the items.
5. <i>Are there steps involved in responding to the items that cause an access barrier?</i>	• Consider accommodations to the presentation or response of the items.
Step 4: Collect and analyze data to verify the effectiveness of the accommodations	
<p>With regard to each accommodation, consider the following questions (adapted from: Christensen, Carver, VanDeZande, & Lazarus, 2011):</p> <ol style="list-style-type: none"> 1. Is the accommodation noted in the student’s IEP? 2. Does the student know how to use the accommodation? 3. Did the student use the accommodation? 4. For what task(s) did the student use the accommodation? 5. Was the accommodation difficult for the student to use or did the accommodation appear to make the task more difficult? 6. Did the student use the accommodation alone or with assistance? 7. What are the results of classroom assignments and assessments when the accommodation is used, versus when it is not used? 8. What are the student’s perceptions of the accommodation? 	

feature of the tests or testing situation should support the IEP team’s efforts to complete this step. Figure 2 illustrates the accommodations Sharon’s IEP team identified to help mediate the interaction between her personal characteristics and features of the tests and testing situations.

In Step 4, the IEP team collects and analyzes data from a variety of sources, which may include student work samples, formative assessment data, observations, interviews with the student, comparison of data from accommodated versus nonaccommodated tests, and so on to determine whether the accommodations are effectively alleviating barriers and improving access. A series of questions should be considered as the IEP team

reflects on the implementation of the accommodations (see Figure 3). Moreover, data can be gathered from administration of tests with and without the accommodation to establish empirical support of a differential boost for the individual student (Fuchs & Fuchs, 2001). This approach provides the IEP team with evidence about the appropriateness of their recommendations. Figure 2 illustrates the steps Sharon’s IEP team has in place to evaluate the effectiveness of the accommodations.

Final Thoughts

Students who previously demonstrated proficiency on grade-level content standards via the AA-MAS under the

Students who previously demonstrated proficiency on grade-level content standards via the AA-MAS under the “2% rule” of the Title I regulations will need to gain access to state tests through other means.

“2% rule” of the Title I regulations (USDE, Office of Elementary and Secondary Education, 2007) will need to gain access to state tests through other means. Given the new regulations, IEP teams are charged with the responsibility of implementing appropriate test

accommodations that take into account students' personal characteristics to effectively alleviate access barriers in assessments. When used during instruction, accommodations also support students' learning by increasing the accessibility of instruction and the learning environment (Ketterlin-Geller & Jamgochian, 2012).

The purpose of this article was to support IEP teams' assignment of accommodations by providing a structured process of (a) identifying students' personal characteristics, (b) noting the access barriers in the tests and testing situations in which the student will participate, (c) selecting accommodations that will mediate these access barriers, and (d) evaluating the effectiveness of these accommodations for supporting the student's access. By following these steps, students like Sharon should be able to demonstrate their knowledge, skills, and abilities on the state assessments, and district and classroom tests with appropriate supports.

As Sharon prepares to take the state test with accommodations this year, members of her IEP team have been working with her to support her needs. She has been using the assigned test accommodations on district and classroom tests and is gaining more confidence using them. She is able to effectively identify important information presented in text by highlighting relevant and crossing out irrelevant information, is comfortable asking to have test items and directions repeated, and regularly uses a calculator on her mathematics tests. She still has difficulty with organization but is actively working with her teacher to use organizational strategies including graphic organizers. As Sharon continues to practice using her assigned accommodations, her teachers will gather data to determine which supports are effective, and which need to be altered. Sharon, with the support of her IEP team, is preparing to meet the expectations of the state test.

References

- Bolt, S. E., & Thurlow, M. L. (2004). Five of the most frequently allowed testing accommodations in state policy: Synthesis of research. *Remedial and Special Education, 25*(3), 141-152. doi:10.1177/07419325040250030201
- Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Resources/Publications/Accommodations_Manual_How_to_Select_Administer_and_Evaluate_the_Use_Of_Accommodations_For_Instruction_and_Assessment_Of_Students_With_Disabilities_.html
- Fuchs, L. S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research & Practice, 16*(3), 174-181. doi:10.1111/0938-8982.00018
- Hodgson, J. R., Lazarus, S. S., & Thurlow, M. L. (2010). *Characteristics of states' alternate assessments based on modified academic achievement standards in 2009-2010* (Synthesis Report 80). Minneapolis: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/onlinepubs/Synthesis80/default.htm>
- Ketterlin-Geller, L. R. (2008). Testing students with special needs: A model for understanding the interaction between assessment and student characteristics in a universally designed environment. *Educational Measurement: Issues and Practice, 27*(3), 3-16. doi:<http://dx.doi.org/10.1111/j.1745-3992.2008.00124.x>
- Ketterlin-Geller, L. R., Crawford, L., & Huscroft-D'Angelo, J. N. (2014). Screening to assign accommodations: Using data to make decisions. *Learning Disabilities: A Multidisciplinary Journal, 20*(2), 61-74.
- Ketterlin-Geller, L. R., & Jamgochian, E. M. (2012). Instructional accommodations and modifications that support accessible instruction. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, policy, and practice* (pp. 131-146). New York, NY: Springer.
- Kettler, R. (2012). Testing accommodations: Theory and research to inform practice. *International Journal of Disability, Development & Education, 59*, 53-66. doi:10.1080/1034912X.2012.654952
- Lai, S. A., & Berkeley, S. (2012). High-stakes test accommodations: Research and practice. *Learning Disability Quarterly, 35*(3), 158-169. doi:10.1177/0731948711433874
- Lazarus, S. S., Cormier, D. C., & Thurlow, M. L. (2011). States' accommodations policies and development of alternate assessments based on modified achievement standards: A discriminant analysis. *Remedial and Special Education, 32*(4), 301-308. doi:10.1177/0741932510362214
- Phillips, S. E. (1994). High-stakes testing accommodations: Validity versus disabled rights. *Applied Measurement in Education, 7*, 93-120. doi:10.1207/s15324818ame0702_1
- Salend, S. J. (2008). Determining appropriate testing accommodations: Complying with NCLB and IDEA. *TEACHING Exceptional Children, 40*(4), 14-22. doi:10.1177/004005990804000402
- Schrank, F. A., Mather, N., McGrew, K. S. (2014). *Woodcock-Johnson IV Tests of Achievement*. Rolling Meadows, IL: Riverside.
- Schrank, F. A., McGrew, K. S., & Mather, N. (2014). *Woodcock-Johnson IV Tests of Cognitive Abilities*. Rolling Meadows, IL: Riverside.
- Sireci, S. G., Scarpati, S. E., & Li, S. (2005). Test accommodations for students with disabilities: An analysis of the interaction hypothesis. *Review of Educational Research, 75*(4), 457-490. doi:10.3102/00346543075004457
- U.S. Department of Education. (2013). *Department of Education proposes to eliminate "2 percent rule" in assessing students with disabilities*. Washington, DC: Author. Retrieved from <http://www.ed.gov/news/press-releases/department-education-proposes-eliminate-2-percent-rule-assessing-students-disabi>
- U.S. Department of Education, Office of Elementary and Secondary Education. (2001). *No Child Left Behind*. Washington, DC: Author.
- U.S. Department of Education, Office of Elementary and Secondary Education. (2007). *Title I-Improving the academic achievement of the disadvantaged; Individuals With Disabilities Education Act (IDEA)-Assistance to States for the Education of Children With Disabilities* (Department of Education Pub. No. 07-1700). Retrieved from <https://federalregister.gov/a/07-1700>

U.S. Department of Education, Office of Elementary and Secondary Education. (2013). *Title I—Improving the academic achievement of the disadvantaged: A proposed rule by the Education Department* (Department of Education Pub. No. 2013-20665). Retrieved from <https://federalregister.gov/a/2013-20665>

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2004). *Individuals with Disabilities Education Act*. Washington, DC: Author.

Elisa M. Jamgochian, *Assistant Professor, Department of Literacy, Early, Bilingual, and Special Education, California State University, Fresno*; **Leanne Ketterlin Geller**, *Professor, Department of Education Policy & Leadership, Southern Methodist University, Dallas, TX.*

Address correspondence concerning this article to Elisa M. Jamgochian, Department of Literacy, Early, Bilingual, and Special Education, California State University, Fresno, 5005 N. Maple Ave., M/S ED

202, Fresno, CA 93740-8025 (e-mail: ejamgochian@csufresno.edu).

TEACHING Exceptional Children, Vol. 48, No. 1, pp. 28–35.

Copyright 2015 The Author(s).