

PALS Administration: Standard or Nonstandard?

TYPE OF ADMINISTRATION	EXAMPLES
<p><u>Standard Administration:</u> Allowable Support Practices</p> <p>Allowable practices include standard support options that enable optimal performance for all students. These practices do not change the construct being measured.</p> <p>No documentation is required unless specifically required by IEP.</p>	<ul style="list-style-type: none"> ● Using multiple testing sessions to administer the assessment ● Taking breaks between tasks ● Scheduling assessment for optimal times ● Administering the assessment one-to-one ● Giving the assessment in alternative locations ● Repeating directions ● Repeating practice items ● Allowing students to repeat directions (to check for understanding)
<p><u>Standard Administration:</u> Accommodations</p> <p>Accommodations give students with disabilities or other special needs access to the assessment. These accommodations do not change the construct being measured, and are consistent with daily instructional practices.</p> <p>Documentation in the student’s IEP is recommended and perhaps required.</p>	<ul style="list-style-type: none"> ● Using a visual aid (e.g., ruler, magnifier) ● Using an auditory aid (e.g., FM system, sound field system) ● Using a large print version supplied by your school or district ● For English Language Learners: Explaining the assessment setting and process (not task directions or task items) ahead of time in the student’s native language
<p><u>Nonstandard Administration:</u> Modifications</p> <p>Modifications change the construct being measured. The modifications are consistent with the student’s daily instructional practices.</p> <p>Documentation in the student’s IEP is recommended and perhaps required.</p>	<ul style="list-style-type: none"> ● Simplifying/altering directions ● Using Braille text ● Using a scribe ● Using assistive technology for non-verbal students ● Allowing non-verbal students to identify letters of the alphabet by pointing rather than vocalizing