



TEST
ASSESSING
SECONDARY
COMPLETION™

Special Testing Accommodations Approval Criteria

Test Assessing Secondary Completion™ – TASC™

Special Testing Accommodations Approval Criteria

CTB/McGraw-Hill supports the intent of the ADA Amendments Act of 2008 and is committed to supporting access to the Test Assessing Secondary Completion (TASC) for individuals with disabilities.

The following TASC special testing accommodations approval criteria are employed by CTB/McGraw-Hill TASC Accommodations Administrators to evaluate Examinees' requests for special testing accommodations. In reviewing the request, the Accommodations Administrator will provide one of three decision outcomes:

Approved	The request meets the required standards and the recommended accommodations are approved.
Pending	Additional information or evidence is required as summarized in a decision letter.
Not Approved	The request does not meet the required standards and is not approved. A decision letter provides details about how the decision may be appealed.

To arrive at an approval decision, the Accommodations Administrator will employ the following criteria:

1. The Evaluator's credentials document appropriate qualifications.

- ☐ The Evaluator provides an area of specialization in Section 2.1 of the request form that is consistent with the disability category as outlined in Table 1, Currency and Evaluator Requirements.
- ☐ The Evaluator provides a complete and legible License/Certification Number in Section 2.1 of the request form.
- ☐ The Evaluator's License/Certification is current as evidenced by the License/Certification expiration date provided in Section 2.1 of the request form.
- ☐ Section 2.1 of the request form contains the issuing state of the Evaluator's License/Certification.

2. The Evaluation was conducted within an appropriate time frame.

- ☐ The Evaluator provides the date (month, day and year) that a diagnostic evaluation was conducted in Section 2.3 (#4) of the request form, the supporting documentation in the Evaluation Report confirms the month, day, and year noted, and the evaluation is current based on the criteria specified in Table 1, Currency and Evaluator Requirements. An Evaluation Report supporting the recommendations in Section 2.4 of the request form is included with the request.

3. The Examinee's disability is identified and the evaluation report is included.

- ☐ The Examinee's disability category is provided in Section 2.2 of the request form.
- ☐ The specific disability classification (e.g., blind, deaf, learning disability, etc.) is provided in Section 2.3 (#3) of the request form. The supporting documentation in the Evaluation Report and, if applicable, the IEP confirms the disability classification.
- ☐ The measures or tests administered during the evaluation are provided in Section 2.3 (#5) of the request form.
- ☐ The Evaluator provided an Evaluation Report supporting the recommendations in Section 2.4 of the request form.

4. The level of the disability and its impact on test performance are documented.

- ☐ The level of the disability, consistent with that described in the Evaluation Report, is provided in Section 2.3 (#6) of the request form.
- ☐ The effect of the disability as it relates to performance on an academic assessment, consistent with the Evaluation Report, is provided in Section 2.3 (#7) of the request form.

5. Recommended testing accommodations are clearly described.

- ☐ A description of the recommended accommodations, consistent with the Evaluation Report, is provided in Section 2.3 (#1) of the request form.
- ☐ If "Other" is selected in Section 2.4, Section 2.3 (#2b) provides a clear description of the instructions and supporting materials that may be needed to implement the accommodation.
- ☐ The recommended accommodations are provided for each subtest in Section 2.4 of the request form. For any subtest with no accommodations recommended, "None Requested" is marked.

6. A rationale for how the accommodation mitigates the impact of the disability on test performance is provided.

- ☐ A rationale of how the accommodation mitigates the impact of the disability is provided in Section 2.3 (#2a) of the request form.
- ☐ The effect of the disability as it relates to performance on an academic assessment, consistent with the Evaluation Report, is provided in Section 2.3 (#7) of the request form.

7. All required signatures are provided and dated.

- ☐ Signatures of the Examinee, Guardian (if the Examinee is under 18), and Advocate (if included) are provided in Section 1 of the request form.
- ☐ The Evaluation report is signed and on the Evaluator's letterhead.

Table 1. Currency and Evaluator Requirements

Disability Category	Qualified Evaluator	Currency
Learning, Cognitive, and Intellectual Disabilities	The qualified Evaluator typically has formal education and training in the history, nature, identification, and remediation of learning, cognitive, and intellectual disabilities.	The psycho-educational evaluation must have been administered no more than <u>five (5) years</u> prior to the anticipated TASC test date. <i>SPECIAL NOTE: When providing special education evaluation and IEP documentation, the IEP must be within three (3) years of the assessment date.</i>
Physical Disabilities (Long Term) & Chronic Health Conditions	In most cases, the evaluator should have an M.D., O.D., or D.O. degree.	The medical evaluation must have been administered no more than <u>one (1) year</u> prior to the anticipated TASC test date.
Attention Deficit Hyperactivity Disorder (ADHD)	In most cases, the evaluator should have a M.D., Ph.D., or Psy.D. degree.	The psycho-educational evaluation or examination must have been administered no more than <u>three (3) years</u> prior to the anticipated TASC test date.
Psychological & Psychiatric Disorders	In most cases, the evaluator should have a M.D., Ph.D., or Psy.D. degree.	Psychological or psychiatric disorders are conditions that may change significantly over a short time, both in terms of treatment as well as functional impact. The psychological or psychiatric evaluation must have been administered no more than <u>one (1) year</u> prior to the anticipated TASC test date.

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