Administration and Accommodations Resource

LEXIA RAPID ™
ASSESSMENT

This resource specifies administration options and allowable accommodations for Lexia RAPID Assessment™ for grades K-12. Refer to this resource, along with your district's or school's assessment guidelines, to facilitate decisions regarding student participation in RAPID™.

RAPID Administration Options:

Designed for ease of use, RAPID promotes students' access to assessment with computer-adaptive tasks and flexible administration options for timing and setting. These options can be utilized by any student. While RAPID for grades 3-12 is typically administered in a group setting and RAPID for grades K-2 is administered one-on-one, all students can take the untimed RAPID assessment at any time in the school setting, wherever a stable internet connection is available.

RAPID Allowable Accommodations:

Allowable accommodations for RAPID enable students to participate in the assessment by adjusting assessment presentation and student responding. These accommodations will not impact the reliability and validity of the way RAPID measures student reading abilities. A student's Individualized Education Plan (IEP), Section 504 Plan, or other formal documentation will state the student's eligibility and need for specific accommodations. At the discretion of educators and administrators, allowable accommodations may also be utilized for students with special circumstances. To ensure that students with accommodations have equal access to assessment, it is important that accommodations for RAPID are consistent with those utilized for classroom assessment.

Alternative Accommodations:

Students may have educational plans that include accommodations not considered allowable for RAPID, or they may present with disabilities or circumstances that significantly impact their comprehension and use of written and oral language. In these cases, districts, schools, and/or students' educational teams may provide alternative accommodations. The developers of RAPID recommend that educators and administrators consider the purpose of RAPID and its potential limitations for assessing students with significant disabilities. Students who would typically receive an alternative assessment or have exempt status from their state outcome assessment (for significant disabilities or newcomer status) can be excluded. Beyond that, schools should use their discretion.

When alternative accommodations have been utilized, normative interpretations of student data cannot be made. The use of alternative accommodations may involuntarily introduce bias or change the way RAPID reliably measures student abilities, thereby invalidating test results. Refer to your district or school's assessment guidelines to inform non-normative interpretations of student data in these instances.

Before You Begin:

It is recommended that educators investigate the need for administration options and student accommodations prior to administering RAPID. Planning in advance for the use of administration options and accommodations ensures that educators can effectively allocate time, space, staff, and resources while successfully ensuring student access to assessment. It is also critical to:

- Document the use of options and accommodations for each student;
- Utilize them consistently across assessments as needed; and,
- Gather data on the efficacy of their implementation in the classroom.

Lastly, educators are advised to review the assessment guidelines of their school or district.

RAPID Administration Options – Available to all students

Assessment Timing

- Untimed testing/unlimited test time
- Multiple testing sessions (assessment must be completed within 30 days)
- Frequent breaks during test administration
- Testing during the most suitable time of day for student

Assessment Setting

- Testing with a familiar adult
- Testing in a setting with minimized distractions, visuals, and/or noise
- Testing in a separate and/or familiar setting
- Allowing food and/or drinks

RAPID Allowable Accommodations – Available to students with documented eligibility

Accommodations to Test Administration

- Visual magnification
- Audio amplification
- Use of touch-screen overlay
- Assisting student with **practice** questions *(not test questions/passages)*
- Repeating, summarizing, clarifying, or simplifying **instructions**; highlighting keywords in **instructions** *(not test questions/passages)*
- Signing or translating task **instructions** *(not test questions/passages)*
- Providing student with a placeholder (e.g., sticky-note on the screen)
- Providing student with scrap paper and pencil

Accommodations for Student Responding

- Student dictates responses (orally or via communication device) to proctor who controls the mouse
- Student points to responses for proctor who controls the mouse

Alternative Accommodations – Available to students with documented eligibility

(Note that normative interpretations of student data cannot be made when using these accommodations)

- Providing feedback during test administration
- Previewing, practicing, or reading aloud test questions/answer choices/passages
- Signing or translating test questions/answer choices/passages
- Defining, clarifying, or explaining words within test questions/answer choices/passages
- Use of reference materials
- Any other accommodations not listed as **RAPID Administration Options** or **RAPID Allowable Accommodations**