

PRELIMINARY 2018-19 Oregon Accessibility Manual



Oregon Assessments of Knowledge and Skills:

- Smarter Balanced Mathematics
- Smarter Balanced English Language Arts
- Science
- Social Sciences
- English Language Proficiency
- Extended Assessments
- Kindergarten Assessment

WITH ADDITIONAL GUIDANCE FOR NAEP



*Equity,
Accountability,
Excellence &
Integrity*



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1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, ODE is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations (cf. Table 1.1) when needed based on the constructs being measured by each assessment.

The Oregon Accessibility Manual (OAM) applies to the 2017-2018 school year and guides the selection and administration of universal tools, designated supports, and accommodations for Oregon's Statewide Assessments:

- The Smarter Balanced Assessment (Smarter Balanced) in Mathematics and English Language Arts (ELA);
- The Oregon Assessment of Knowledge and Skills (OAKS) in Science and Social Sciences;
- The Extended Assessments (XA) in Mathematics, ELA, and Science ;
- The Kindergarten Assessment (KA); and
- The English Language Proficiency Assessment for the 21st Century (ELPA21)

ODE has made a few important changes to the 2018-19 Oregon Accessibility Manual compared to the 2017-18 Oregon Accessibility Manual. These changes are captured in the "Change Log" section of this manual (cf. pp. 136ff).

Smarter Balanced ELA and Mathematics assessments are based on the Common Core State Standards (CCSS), adopted by the Oregon State Board of Education in 2010; similarly, ELPA21 is based on the new ELP standards adopted by the State Board in 2013 that correspond to the Common Core State Standards and Next Generation Science Standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for these assessments may be different from those that were allowed in prior years. For Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this OAM. Further, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

The OAM also presents a process for the selection, administration, and evaluation of the effectiveness of instructional and assessment supports (Appendix C). The process described in this manual is designed for use by general education teachers, teachers of English Learners, special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate supports during participation in Oregon's statewide

assessments.

The specific universal tools, designated supports, and accommodations approved for Oregon's statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings. For the Smarter Balanced ELA and Mathematics assessments, the Smarter Balanced Consortium has established a standing committee, including representatives from member states, that reviews suggested additional universal tools, designated supports, and accommodations to determine if changes are warranted. Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval.

Furthermore, for Smarter Balanced, member states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. State leads from member states of the Smarter Balanced Consortium will evaluate formal requests for unique accommodations/ designated supports and determine whether or not the request poses a threat to the measurement of the construct.

1.1 Intended Audience and Recommended Use

The OAM applies to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon's statewide assessments. This document focuses on universal tools, designated supports, and accommodations for Oregon's statewide assessment system. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during assessment. The OAM is also supported by the [Test Administration Manual](#).

Oregon's online statewide assessments (Smarter Balanced Mathematics and ELA, OAKS Science and Social Sciences, and ELPA21) contain **embedded** and **non-embedded** universal tools, designated supports, and accommodations (defined in Table 1 below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon's paper-based Extended and Kindergarten Assessments only support non-embedded resources.

Table 1.1: Definitions for Universal Tools, Designated Supports, and Accommodations

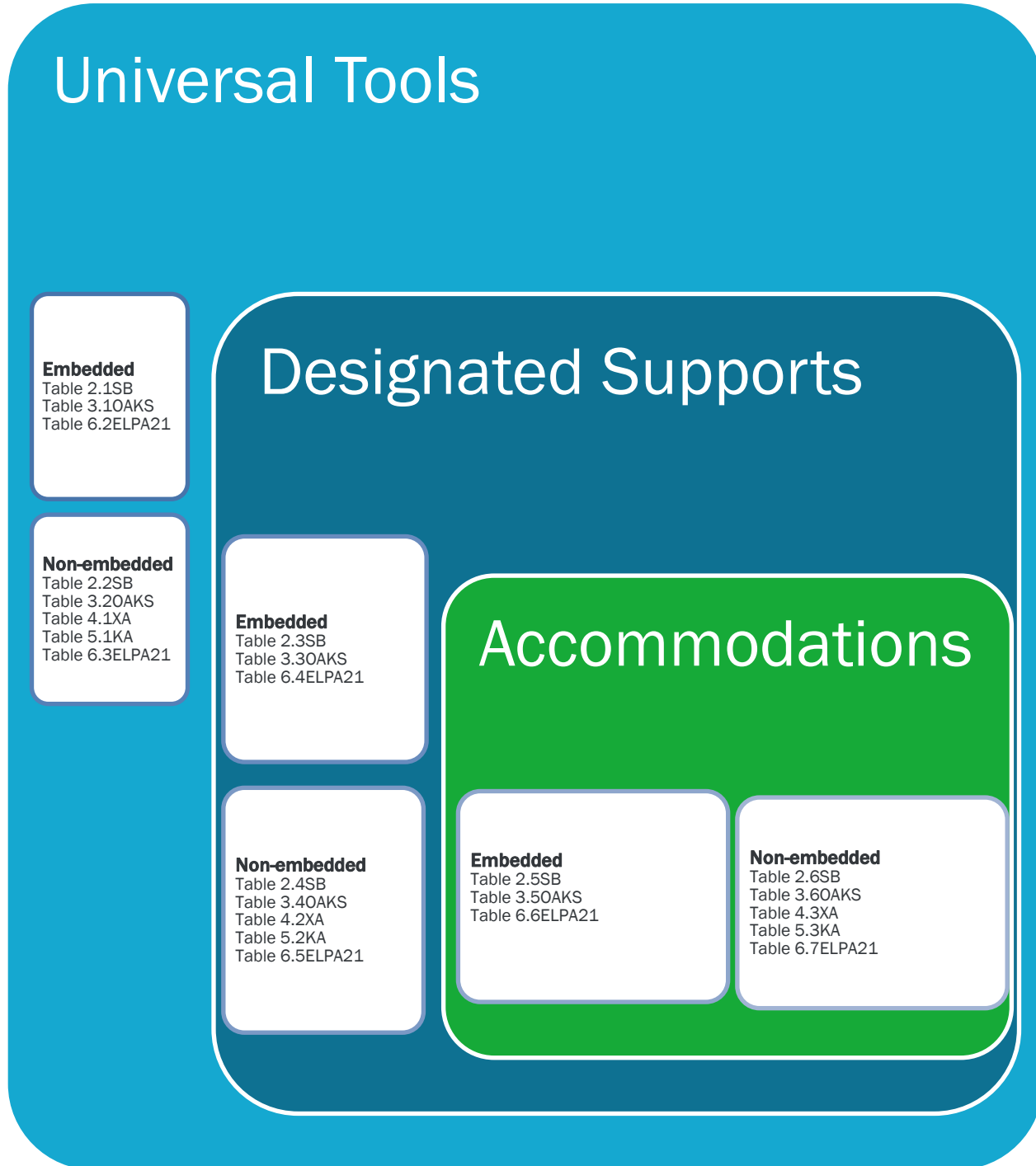
Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans <u>except</u> for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these).

The conceptual model that serves as the basis for the OAM is shown in Figure 1 (below). This figure portrays several aspects of the assessment features: universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program – IEP or 504 plan). It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports. **Note:** embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) of the OAKS Online System in advance of testing in order to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either enter these settings for individual students or to upload settings for multiple students.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that assessment is designed to measure. What is considered a universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, scribe). **Universal tools, designated supports, and accommodations all yield valid scores that meet the requirements of ESSA, and count as participation in statewide assessments when used in a manner consistent with the Oregon Accessibility Manual.** Figure 1 below illustrates the different categories of accessibility feature supported for Oregon’s statewide assessment system.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual.



1.2 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's OAM. Any change away from a standard administration not listed in the OAM is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by IDEA to select for each assessment only state-approved supports, which do not invalidate the score of the assessment. Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take a Statewide Assessment with his or her peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** In those rare instances when modifications are used during administration of a Statewide Assessment, test administrators must report modifications to the district test coordinator to ensure that the test record is coded appropriately with the 4-digit code (beginning with T) in Student Centered Staging before validation of the report card data.

A modified assessment will be invalidated even if it was modified in error.

- Memorandum No. 001-2006-07 provides additional criteria that may affect decisions about Accommodations and Modifications. Memorandum No. 001-2006-07 is available at https://www.oregon.gov/ode/rules-and-policies/Documents/exec_memo_001-2006-07.pdf.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

1.3 Oregon Accessibility Manual Reading Requirements

Section 1.5 *Training Requirements* of the 2018-19 Test Administration Manual states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the Oregon Accessibility Manual (OAM). ODE has identified role-specific reading requirements for the OAM as illustrated in the table below.


Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – F
School Test Coordinator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – E
Test Administrator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports depending on the specific assessments that the TA will administer • Appendices A, C – E • Appendices B and F depending on the specific assessments that the TA will administer

2.0 SMARTER BALANCED

Table 2.1 SB: Embedded Universal Tools

Accessibility Supports for Smarter Balanced Assessments	
Universal Tool	Description
Breaks (Pausing the test)	The number of items per session can be flexibly defined based on the student's need. Note: for the CAT, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student's test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See <i>Section 5.1 Testing Time and Recommended Order of Administration</i> of the Test Administration Manual for guidance on estimated testing times for online assessments.
Calculator (for calculator-allowed Math items only, Grades 6-8 and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for those specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate; these items include a calculator icon in the upper right corner of the screen. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English Dictionary (for ELA performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Thesaurus (for ELA performance task full writes)	An English thesaurus is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.

Accessibility Supports for Smarter Balanced Assessments	
Universal Tool	Description
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next.
Math tools (for Math items)	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only for those specific items for which the <i>Smarter Balanced Item Specifications</i> indicate that one or more of these tools would be appropriate; these items include an icon noting the available tool(s) in the upper right corner of the screen.
Mouse Pointer (Size and Color)	The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Paginated Item Groups	<p>Allows students to navigate between items in an item group by selecting a page for individual viewing.</p> <p>Navigation buttons () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.</p>
Response Recovery	Enables a student to recover every saved (or auto-saved) draft. All drafts are ordered from most recent to oldest and grouped by sitting during the same testing session (each time the student logged in and tested)

Accessibility Supports for Smarter Balanced Assessments	
Universal Tool	Description
Spell check (for ELA items)	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that spell check is appropriate. Spell check is bundled with other embedded writing tools for all ELA performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a ELA performance task.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Writing tools (for ELA performance task full writes)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 2.3 SB: Embedded Designated Supports]).

Table 2.2 SB: Non-embedded Universal Tools

Accessibility Supports for Smarter Balanced Assessments	
Universal Tool	Description
Auditory amplification devices, hearing aids.	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (for ELA performance task full writes)	An English dictionary may be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Thesaurus (for ELA full writes, which are the second part of the performance task)	A thesaurus contains synonyms of terms while a student interacts with text included in the ELA assessment. A full write is the second part of the performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Plain paper or lined paper is appropriate for ELA. Graph paper is required for Grade 6. Graph paper may be made available for grades 5 and below and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. Security Requirement: to maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. See Section 2.4 of the Test Administration Manual .

Table 2.3 SB: Embedded Designated Supports

Accessibility Supports for Smarter Balanced Assessments		
Designated Support	Description	Recommendations for Use
Color choices	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Glossary (Translated) (for Math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math and appear on the computer screen when students with the language glossary setting enabled click on the term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary	Students who have limited English language skills (whether or not designated as English Learners [ELs] or ELs with disabilities) can use the translation glossary for specific items. If a student elects to use the audio icon, please ensure s/he uses headphones or is in a secluded space so as not to compromise the test. The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Print on request	Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual .	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments

Designated Support	Description	Recommendations for Use
Print size	To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test.	For students with visual impairments.
Text-to-speech (for Math stimuli and items and ELA items) (See Table 2.5SB: Embedded Accommodations for ELA reading stimuli)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. English text-to-speech is also available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. *Note: The embedded designated support of text-to-speech is not available for Smarter ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4 SB).
Presentation (stacked Spanish/English Translation)	Stacked translations are a language support that provides the full translation of each Math stimulus and item above the original English. Graphic Interface items that include text that is not embedded into a graphic will continue to be translated into Spanish only. For students using this support for the Math Performance Task, who have been identified as needing a hard copy of the stimulus, the embedded Designated Support "Print on Request" is available.	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments		
Designated Support	Description	Recommendations for Use
Turn off any universal tools	Disabling any universal tools that might be distracting or that a student does not need to use or is unable to use. Note: universal tools may only be disabled via the TA interface, not through TIDE.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student.

Table 2.4 SB: Non-embedded Designated Supports

Accessibility Supports for Smarter Balanced Assessments		
Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support that may be provided for the full write portion of an ELA performance task. Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student's home language, but does not provide a definition. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color overlays	Color transparencies are placed over printed test materials.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. (See Table 2.6 SB: Non-Embedded Accommodations for a description of the Alternate Response Option accommodation). Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal tool. Color Choices designated support, and/or the Mouse Pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Noise buffers (district or school provided)	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Accessibility Supports for Smarter Balanced Assessments		
Designated Support	Description	Recommendations for Use
Read aloud (for Math stimuli and items and ELA items) (See Table 2.6 SB: Non-Embedded Accommodations for ELA reading stimuli)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf . All or portions of the approved content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read aloud in Spanish (for Math)	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf . All or portions of the Math assessment may be read aloud.	Students receiving the Translation (stacked Spanish/English) Designated Support and who are struggling readers may need assistance accessing the Math assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Scribe (for all items except ELA performance task full write. See Table 2.6 SB: Non-embedded Accommodations for ELA performance task full write)	Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments

Designated Support	Description	Recommendations for Use
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.
Simplified Test Directions	The test administrator reads the simplified or paraphrased test directions as found in the Oregon Test Administration Manual (TAM).	Students who need additional support understanding the test directions may benefit from this resource. This Designated Support may require testing in a separate setting to avoid distracting other test takers.
Translated test directions	Translation of test directions is a language support available prior to beginning the actual test. Students can receive test directions in another language. A Spanish translation of the test directions is included in the Test Administration Manual . PDF files of directions translated in each of the languages currently supported are available for download at (http://oaksportal.org/resources/) . Translated test directions can be read to the student by a bilingual adult.	Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. A biliterate adult can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.

Table 2.5 SB: Embedded Accommodations

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA Listening stimuli and Math) (A223)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Audio Transcript (ELA Listening Passages) (A231) (Should ONLY be turned on for students who will also be using Closed Captioning.)	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items.	Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use Braille may have access to this support. This and the Closed Captioning accommodations must be assigned in TIDE in order to activate this support in the test delivery system. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Turning Audio Transcript on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.
Braille (A218)	A raised-dot code that individuals read with the fingertips. Refreshable Braille is available only for ELA because Nemeth Code is not available via refreshable Braille. For Math, Braille will be presented via embosser; embosser-created Braille can be used for ELA also, as well as for graphic material (e.g., maps, charts, graphs, diagrams, and illustrations). The type of Braille presented to the student (contracted or non-contracted) is set in TIDE.	Students with visual impairments may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable Braille technology and math Braille codes, refreshable Braille is available only for ELA. For math, Braille will be presented via embosser; embosser-created Braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of Braille presented to the student (contracted or non-contracted) is set TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
Closed captioning (for ELA listening stimuli) (A224)	Printed text that appears on the computer screen as audio materials are presented.	Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Streamlined Interface Mode (A230)	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.
Text-to-speech (for ELA reading stimuli) (A225)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. <i>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</i>

Table 2.6 SB: Non-embedded Accommodations

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
100s Number Table (grade 4-8 and 11 math items) (A604)	A paper-based table listing numbers from 1–100 available under OAKS Resources (“Other”) in the oaksportal.org .	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus (A601)	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.
Alternate response options (A302) (Requires “Permissive Mode” to be enabled via TIDE)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Calculator (A602) (for calculator-allowed items only, Grades 6-8 and 11)	A non-embedded calculator for students needing a special calculator, such as a Braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a Braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.
Multiplication Table (grade 4 and above math items) (A603)	A paper-based single digit (1-9) multiplication table is available from Smarter Balanced for reference at: https://oaksportal.org/core/fileparse.php/2718/urlt/Multiplication_table1-9.pdf	For students with a documented and persistent calculation disability (i.e., dyscalculia).

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
Read aloud (for ELA reading stimuli: See Table 2.4 SB: Non-Embedded Designated Supports for ELA items and Math) (A227)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the <u>Read Aloud Guidelines</u> for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf . All or portions of the approved content may be read aloud. Refer to the <u>Guidelines for Choosing the Read Aloud Accommodation</u> when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Scribe Scribe (for ELA performance task full write; See Table 2.4 SB: Non-Embedded Designated Supports for math and non-writing other ELA items) (A303)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <u>Scribing Protocol</u> for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf .	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
Signed interpretation (A228)	<p>Text is signed to the student by a qualified signed test interpreter using the sign modality that is most familiar to the student following the administration guidelines provided in Appendix B: Guidelines for Signed Interpretation Support. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support—to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.</p> <p>The verbatim student directions are located in the Test Administration Manual.</p>	Signed interpretation is available as an accommodation for students whose need is documented in an IEP or 504 plan (cf. Appendix B: Guidelines for Signed Interpretation Support). The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Speech-to-text (STT) (A311)	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that</p>

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
		<p>students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p style="text-align: center;">Setting Up STT</p> <ul style="list-style-type: none"> • Install STT program (for instance, Dragon) on the computer that the student will use for the test. • “Enable” the Permissive Mode in TIDE • Before the TA opens the secure browser, the STT program needs to be engaged • Open the Secure Browser and have the student login and begin the test. <p>AIR does not officially support any particular speech-to-text software or perform quality control testing to ensure compatibility between the secure browser, test content, and particular speech-to-text software options. Using speech-to-text software requires that the test be administered in permissive mode (set in TIDE) to enable the speech-to-text software to run while the secure browser is open. Consistent with the guidance in the Oregon Accessibility Manual, districts should ensure that whatever software is used during test administration is consistent with the software students use during instruction. To ensure compatibility before test administration begins, AIR and ODE recommend trying the speech-to-text software with the secure browser using the practice test. Because AIR does not formally support SST software, districts should also note that AIR’s ability to troubleshoot compatibility issues is limited.</p> <p>Students testing on iPads who require Speech-to-Text must enable Guided Access Mode to maintain test security. Because Siri will not work with Guided Access inside the secure browser, Siri is not compatible for use during testing. However, students may use speech-to-text on iPads through the Dictation feature native to the iPad. While AIR does not officially support any particular speech-to-text software or perform quality control testing to ensure compatibility, AIR and ODE have developed a brief instruction document that describes how to enable the Dictation feature in Guided Access Mode and how to troubleshoot potential security risks that districts must address if using Guided Access Mode for testing. To receive a copy of this instruction document,</p>

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
		please contact your regional ESD partner or the AIR helpdesk.
Word Prediction (A313)	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

3.0 OAKS SCIENCE AND SOCIAL SCIENCES**Table 3.1 OAKS: Embedded Universal Tools**

Accessibility Supports for OAKS Science and Social Sciences Assessments	
Universal Tool	Description
Calculators	An embedded on-screen digital calculator can be accessed when students click on the calculator button in the upper right corner of the screen. Students at grade 5 are allowed to use a four-function calculator. Scientific calculators are recommended for use at grade 8 and high school. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use a handheld calculator they are familiar with and use on a regular basis or the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator) (see Table 3.2 OAKS: Non-embedded universal tools).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next.
Mouse Pointer (Size and Color)	To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Periodic Table	For OAKS Science Only : All students in grade 8 and high school are able to access the onscreen Periodic Table.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.

Accessibility Supports for OAKS Science and Social Sciences Assessments	
Universal Tool	Description
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 3.3 OAKS: Embedded Designated Supports].)

Table 3.2 OAKS: Non-embedded Universal Tools

Accessibility Supports for OAKS Science and Social Sciences Assessments	
Universal Tool	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Auditory amplification devices, hearing aids, external speakers, noise buffers	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculators	<p>For OAKS Science Only: Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>For OAKS Social Sciences Only: Calculators are allowed for all students in all grades at all times. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>Security Requirements:</p> <ul style="list-style-type: none"> • Calculators with keyboards and/or communication functionality are NOT allowed. • Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface. • Calculators used during testing should be those used during instruction so they are familiar to the students. • Talking calculators may be used by students who need them, so long as the following conditions are satisfied: <ul style="list-style-type: none"> ○ The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment. ○ Prior to testing, the TA must ensure that the calculator settings comply with the accessibility guidelines for reading math symbols and numerals aloud posted on the accessibility web page (Guidelines for Read Aloud, Test Reader for Smarter Balanced Assessments on http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).

Accessibility Supports for OAKS Science and Social Sciences Assessments	
Universal Tool	Description
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these on a printed stimulus or item with a color.
Instruction clock with numbers (for Science)	A tool for students to identify the amount of time in minutes between numbers on a clock face. This tool is used primarily for elementary grade students who are still learning how to read an analog clock.
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed.
Periodic Table (for Science)	All students in grade 8 and high school may only use the ODE-provided periodic table posted online at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx or the on-screen period table (See Table 3.1: OAKS Embedded Universal Tools).
Posters	A tool offering students encouragement or inspiration without any specific content related to the Science content standards, for example: <ul style="list-style-type: none"> • “Believe in Yourself” • “Set your dreams high”
Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items.
Rulers	A tool used to measure length. The ruler can have both metric and English standard units on it.
Scratch paper	Scratch paper (any color and blank) to make notes, write computations, or record responses may be made available. A whiteboard with marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. Security Requirement: to maintain the security of scratch paper must be collected, inventoried, and securely destroyed at the end of each test session. See Section 2.4 of the Test Administration Manual .
Student directions	Only the ODE-provided student directions found online at http://www.oregon.gov/ode/educator-resources/assessment/Documents/OR-Student-Help.pdf are allowed during the OAKS Science and OAKS Social Sciences Assessments. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in the Test Administration Manual which must be read aloud to students verbatim.
Transparent sheets (clear or tinted)	A tool to protect test materials or to improve focus.

Table 3.3 OAKS: Embedded Designated Supports

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Color choices	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.	Students with attention difficulties, visual impairments or other print disabilities, (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Masking helps students to focus their attention on a specific part of a test item.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Print on request	Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual .	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.
Print size	To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test .	For students with visual impairments.
Suppress score	Suppress a student's score from immediately displaying on his or her screen after the student submits a test.	A student's score may be suppressed if the staff members who provide services for the student think that displaying the score will be upsetting.

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Text-to-Speech	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	For Science only: Text-to-speech is also available in Spanish for students with the Translation (stacked Spanish/English) designated support. Note: the Spanish text-to-speech requires installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide, available at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx . Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Presentation (stacked Spanish/English Translation)	Administration of all non-English versions of the statewide assessment must be implemented in accordance with Designated Supports guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference the Test Administration Manual at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

Table 3.4 OAKS: Non-embedded Designated Supports

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Human-based read aloud	Science and social sciences items/stimuli and response choices are read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines at http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/#more-info .	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Students with reading-related disabilities, or students who are blind and do not yet have adequate Braille skills may also need this support. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Interpret directions orally	Test directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Student directions are provided in both English and Spanish in the Test Administration Manual .	
Point to or dictate multiple-choice responses to a test administrator	A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELs may respond in English or language of origin.	Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator. For students taking OAKS through the Braille Interface, test administrators may assist with navigation and answer entry for students who are still acquiring computer skills.

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (TA) when student requires it.
Simplified Test Directions	The test administrator simplifies or paraphrases the test directions as found in the Oregon Test Administration Manual (TAM).	Students who need additional support understanding the test directions may benefit from this resource. This Designated Support may require testing in a separate setting to avoid distracting other test takers.
Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses	A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.	

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response.	A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students.
Student retells stimulus to test administrator or educational assistant in his or her own words before responding to the multiple-choice items	Students may retell a story or test item to a trained staff member.	When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. An alternate test setting will be necessary to implement this designated support so retell is not disruptive to other students. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. Caution: Because this designated support can lead to an invalid test based on a test administrator's unintended interaction with the student on an assessment item, consider having the student practice retelling the story to a recorder or inanimate object (toy, stuffed animal, etc).

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture)	A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.	If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.
Transcribe symbols or numerals	The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.	The entire formula or statement should be duplicated so that the context remains intact.
Use of projection devices		This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Designated Support	Description	Recommendations for Use
Use of sensory supports or interventions to allow students to attend to task	Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here.	Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
Written translations of oral directions	Students may be provided with a written version or translation, including Braille of the student directions. English and Spanish translations of the student directions are available in the Test Administration Manual . ODE-provided student directions for each subject can be found online at: http://oaksportal.org/ . The Braille version of the directions can be acquired through OTMC (Oregon Textbook and Media Center).	

Table 3.5 OAKS: Embedded Accommodations

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Accommodation	Description	Recommendations for Use
Braille (A218)	The OAKS Online assessment is available to students who use Braille through the Braille Interface of OAKS Online. These students have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at http://oaksportal.org prior to taking the test.	For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to current Test Administration Manual posted at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx .
Streamlined Interface Mode (A230)	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities.

Table 3.6 OAKS: Non-embedded Accommodations

Accessibility Supports for OAKS Science and Social Sciences Assessments		
Accommodation	Description	Recommendations for Use
Alternate response options (A302) (Requires “Permissive Mode” to be enabled via TIDE)	<p>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</p> <p>Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology).</p>	<p>Technology assisted writing is an accommodation if the following features are disengaged:</p> <ul style="list-style-type: none"> • Formatting • Grammar check • Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p>
Signed interpretation (A102) (A228)	<p>Directions that are not linked to a specific item, items, stimuli, and response choices may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student, with the exception of mathematics signs and symbols. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items.</p> <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>	<p>NOTES:</p> <ol style="list-style-type: none"> (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2) Any information in the body of an item is considered part of that item and may not be signed as directions.** <p>While access to these online assessments 48-hours in advance is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support to ensure the reliable and valid provision of this accommodation for students on IEPs in the assessment environment.</p> <p>The verbatim student directions are located in the Test Administration Manual.</p> <p>**This note is not applicable to Oregon’s Extended Assessment.</p>

4.0 EXTENDED ASSESSMENTS**Table 4.1 XA: Non-embedded Universal Tools**

Accessibility Supports for Extended Assessments	
Universal Tool	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Auditory amplification devices, hearing aids, noise buffers	These tools may be used to support students who are deaf or hard of hearing or for students whose focus or attention is enhanced by these kinds of auditory support(s).
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculators	<p>Calculators are allowed for all students in all grades at all times on the ORExt. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators). Calculators used during testing should be those used during instruction so they are familiar to the students.</p> <p>Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.</p> <p>Calculators cannot be shared between students during testing. Each student will need to use their own calculator.</p> <p>Talking calculators may be used by students who need them, so long as the following conditions are satisfied:</p> <p>The QA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.</p> <p>Prior to testing, the QA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).</p>
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.

Accessibility Supports for Extended Assessments	
Universal Tool	Description
Manipulatives	<p>Manipulatives should be made available to all students at all grades, if requested.</p> <ul style="list-style-type: none"> ○ Algebra tiles ○ Balance, including “Hands-on-Math Algebra” balance ○ Base-ten blocks ○ Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten ○ Colored chips, including positive and negative chips ○ Color tiles ○ Cubes ○ Cuisenaire rods ○ Dice ○ Dominoes or checkers ○ Dot paper (square or hex) ○ Egg cartons of various sizes ○ Fraction strips or fraction pieces ○ Geoboard and rubber bands ○ Geometric shapes – 2D and 3D ○ Interlocking cubes ○ Legos ○ Marbles or colored cubes and containers ○ Measuring cups and spoons with marks and text ○ Pattern blocks ○ Patty paper (small square sheets) ○ Play money ○ Playing cards or numbered cards ○ Scissors ○ Spinners ○ Stopwatch ○ String ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets <p>Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students.</p> <p>Manipulatives are available to help students think, not to give them answers.</p> <p>Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</p> <p>Manipulatives must be available in the test environment where students may get them if they choose to use them.</p> <p>Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text).</p> <p>Students are not to work with manipulatives in concert with other students.</p> <p>Students are not to be coached as to which manipulatives to use.</p>

Accessibility Supports for Extended Assessments	
Universal Tool	Description
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed on the ORExt.
Markers	A tool to limit distractions.
Posters	A tool offering students encouragement or inspiration without any specific relation to content standards. For example: <ul style="list-style-type: none"> ○ “Believe in Yourself” ○ “Set your dreams high”
Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items.
Rulers	A tool used to measure length. The ruler may display both metric and English standard units.
Scratch paper	Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards.
Tablet administration functions	<p>The tablet administration includes several embedded tools that all students who participate in this manner can access, including:</p> <ul style="list-style-type: none"> ○ Sizing/resizing screen ○ Setting volume and audio pace ○ Repeating the audio ○ Resetting items in order to change an answer selection ○ Scrolling to other items opened during the same test session to change an answer selection ○ Writing/erasing using the keyboard, touchscreen, or writing stylus <p>There are also a myriad of possibilities of using Augmentative or Alternative Communication Devices (AACD) and/or other assistive technology devices (AT) with the ORExt tablet administration. Provided that these AACD and/or AT devices are familiar to the student, used in the classroom for instruction, and do not violate the construct being measured, they are acceptable for use on the ORExt tablet administration (see Designated Support section below for further information).</p>
Thermometers with numbers on scale	A tool used to measure temperature. The thermometer may display both Fahrenheit and Celsius scales.
Transparent sheets (clear or tinted)	A tool to protect test materials or to improve focus.

Table 4.2 XA: Non-embedded Designated Supports

Accessibility Supports for Extended Assessments		
Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over a paper-based assessment.	
Enlarged print	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.
Human-based read-aloud.	QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. Read aloud Designated Support must be provided individually and typically requires a separate setting.	<p>QAs must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request.</p> <p>QAs must:</p> <ul style="list-style-type: none"> ○ avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices ○ use even pace and tone when reading so that the student does not receive any clues from the reader ○ read test items or prompts, text, and answer choices exactly as written ○ not clarify, elaborate, or provide assistance to students ○ not answer questions about specific test items and/or answer choices

Accessibility Supports for Extended Assessments		
Designated Support	Description	Recommendations for Use
Interpret directions orally	For all assessments that do not have a side-by-side version, such as the ORExt, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Translations must be conducted by a person whom the district has determined is qualified to administer such translation.	A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.
Point to or dictate multiple-choice responses to a test administrator	A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a writing instrument, keyboard, or mouse to input those responses exactly as indicated by the student.	ELLs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills.

Accessibility Supports for Extended Assessments		
Designated Support	Description	Recommendations for Use
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.
Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology)	<p>Technology assisted writing is a designated support if the following features are disengaged:</p> <ul style="list-style-type: none"> ○ Formatting ○ Grammar check ○ Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p>	

Accessibility Supports for Extended Assessments		
Designated Support	Description	Recommendations for Use
Student reads test aloud or sub-vocalizes text to listener or self	A student who sub-vocalizes (reads aloud to him/herself), uses a think-aloud strategy, or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students.	A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture)	A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant.	When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.	

Accessibility Supports for Extended Assessments		
Designated Support	Description	Recommendations for Use
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here.	Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
Written translations of oral directions	In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille.	

Table 4.3 XA: Non-embedded Accommodations

Accessibility Supports for Extended Assessments		
Accommodation	Description	Recommendations for Use
100s Number Table (grade 4-8 and 11 math items) (A604)	A paper-based table listing numbers from 1–100 available under OAKS Resources (“Other”) in the oaksportal.org .	<p>Students may use the 100s table in solving any math problem appearing on the Oregon Extended Assessment. Students must have received instruction related to appropriate use of a 100s table prior to test administration, as no directions regarding how to use the table should be provided to the student. To use the 100s table, QAs are to follow the directions/suggestions below:</p> <ol style="list-style-type: none"> 1. Place the 100s table to the side of the actual student materials. 2. Tell the student: “This table displays numbers from 1 to 100” without pointing to any of the specific numbers. You may use this table to help you solve problems.” 3. If the 100s table is a distraction or creates problems with the test administration, please remove it.
Braille (A221)	A raised-dot code that individuals read with the fingertips. Contracted and uncontracted Braille versions of the ORExt are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx). In addition, students are allowed to use a Braille, or any appropriate expressive communication system, to generate responses as needed.	
Alternate response options (A302)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	

Accessibility Supports for Extended Assessments

Accommodation	Description	Recommendations for Use
Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228)	<p>This accommodation is for paper-pencil based assessments only that are proctored by a QA. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Cf. Appendix B: Guidelines for Signed Interpretation Support</p>	<p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p>
Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220)	<p>For the ORExt, the QA is typically expected to point to answer choices. Student responses can be generated in whatever student expressive communication modality is used in the classroom.</p>	

5.0 KINDERGARTEN ASSESSMENTS

Table 5.1 KA: Non-embedded Universal Tools

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Auditory amplification devices, hearing aids, noise buffers	
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Markers/guides to limit distractions	
Marker, pen, and pencil	
Transparent sheets (clear or tinted) to protect test materials or to improve focus	
Breaks	Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue.

Table 5.2 KA: Non-embedded Designated Supports

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Administer at a time of day most beneficial to the student	A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.	
Simplify language in directions	If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.	
Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.	
Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode		
Support physical position of student	This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Test an individual student in a separate location	Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.	
Test administrator may write symbols and/or numerals exactly as they appear in the assessment.	This support allows the test administrator to enlarge the symbols and/or numerals and make them visually accessible for the student. The entire formula or statement should be duplicated so that the context remains intact.	
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.	
Visual magnification devices	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Written translation of the directions in a student's language of origin in advance of test administration.	<p>A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>	

Table 5.3 KA: Non-embedded Accommodation

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Access tests using uncontracted or contracted embossed Braille format (A221)		
For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.	
For mathematics, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication . (A220)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.	

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Interpret directions orally (A103)	For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.	
Make a verbatim audio recording of tests in Spanish or other language of origin (A205)	<p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated assessments. Early Literacy: When using audio recordings of Spanish-English bilingual tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin, should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>	

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Sign directions (A102)	<p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed. Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>Cf. Guidelines for Signed Interpretation Support</p>	

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Sign Early Math items/stimuli and response choices—with the exception of mathematics signs and symbols—to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.203. (A219)	<p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>	
Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310)	Students may sign their responses to a qualified sign language interpreter.	

6.0 ELPA21**Table 6.1 Technology Skills Needed for ELPA21 Access**

Prior to testing, school staff should ensure that students have the computer skills necessary to take the ELPA21. The following table describes the technology skills students will need to access ELPA21.

Grade	Listening	Reading	Writing	Speaking
K-3	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
4-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/ keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation. Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse/keyboard navigation

Students without the necessary computer skills to participate in ELPA21 may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA21.

Table 6.2 ELPA21: Embedded Universal Tools

Accessibility Supports for ELPA21	
Universal Tool	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones, or is tested one-on-one in a secure location where the external speakers can be used for additional volume control.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank audio support is available for the following: <ul style="list-style-type: none"> • Speaking – most tasks have audio support for most (but not all) components; • Listening – all tasks have audio support for all components; all tasks can be replayed as often as the student needs; • Writing – all tasks have audio support for all components except for inline editing tasks; and • Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line Reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 60 minutes. However, if a segment is permeable (i.e., you can go back to it), then mark for review persists during the same test session.
Mouse Pointer (Size and Color)	To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.

Accessibility Supports for ELPA21	
Universal Tool	Description
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
Zoom	<p>A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> <p><i>Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support (see Table 6.3 OAKS: Embedded Designated Supports).</i></p>

Table 6.3 ELPA21: Non-embedded Universal Tools

Accessibility Supports for ELPA21	
Universal Tool	Description
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper for items in any ELPA21 domain	The student uses scratch paper or individual erasable white boards to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test session, or kept securely as outlined in Section 2.4 of the Test Administration Manual , to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, and pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper. Test administrators must ensure that all the notes taken on an assistive technology device are deleted after the test.
Technological Assistance with test navigation	Students in Kindergarten through 12 th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and keyboarding (grades 2-12). The Test Administrator is allowed to assist only with the technology as indicated by the student, and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.

Table 6.4 ELPA21: Embedded Designated Supports

Accessibility Supports for ELPA21		
Designated Support	Description	Recommendations for Use
Color Choices	Enable students to adjust screen background and font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. Students with print disabilities (including learning disabilities) or visual impairments may also need this feature.
Print on Request	Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Students may use pencils/pens/highlighters to mark up the printed test materials. All printed test materials must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events.	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.
Print size	To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

Accessibility Supports for ELPA21		
Designated Support	Description	Recommendations for Use
Turn off any universal tools	This feature allows disabling any universal tool that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Having evidence of which specific tools may be distracting is important for determining which tools to turn off.

Table 6.5 ELPA21: Non-embedded Designated Supports

Accessibility Supports for ELPA21		
Designated Support	Description	Recommendations for Use
Assistive mouse usage for audio and playback.	While the Test Administration Manual outlines universal assistance a test administrator may provide for any student due to technology skill issues, this designated support is for students who may be unable to specifically request keyboard/mouse manipulation in order to participate in the assessment. In this support, the test administrator initiates the clicking of all audio icons for the listening items and the clicking of the start, stop, record, and/or playback keys for the student on the test items.	Test Administrators can initiate these functions for students who have difficulties with speech, motor skills, or behavior.
Color overlay	The student is able to overlay a semitransparent color onto test content.	This designated feature only works with black text on white background.
Native language translation of directions	<p>Translation of general test directions (not item prompts, passages stimuli, or questions) is provided in Spanish in the Test Administration Manual. Local translation of the general test directions into other languages of origin is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. These translations must be administered by a bilingual test administrator who is trained and endorsed by the district in the students' languages of origin.</p> <p>Item-level <i>instructions</i> can be also be translated by a district-endorsed bilingual Test Administrator who is fluent in the language of origin. No item prompts, stimuli, questions, or other secure material may be translated. These language-specific translations of the instructions can be provided to a student as long as the environment is secure and the translation will not provide a distraction for the other test takers in the testing session.</p>	Students can request translation of directions.
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform.

Accessibility Supports for ELPA21		
Designated Support	Description	Recommendations for Use
Noise buffer	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items).	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., headphones, mufflers).
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a secure one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud.

Table 6.6 ELPA21: Embedded Accommodations

Accessibility Supports for ELPA21		
Accommodation	Description	Recommendations for Use
ELPA21 Domain Exemptions (A229)	Exclusion of an ELPA21 domain may only be set for qualifying individual students whose IEPs reflect the specific exemption and will require the district to mark this as a restricted resource for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration.	See Test Administration Manual for guidance on determining which students may benefit from this accommodation.

Screener-specific note: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of an effective 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must record and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file. Further information on accommodations and accessibility supports is given in the Test Administration Manual, found on ODE's [Test Administration page](#).

Table 6.7 ELPA21: Non-embedded Accommodations

Accessibility Supports for ELPA21		
Accommodation	Description	Recommendations for Use
Alternate Response Option (A302) (Requires “Permissive Mode” to be enabled via TIDE)	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device. Appendix C includes the preliminary list of assistive technology devices approved for ELPA21 assessment.
Braille (A221) (Requires an “ELPA21 Braille Order Form”)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted Braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments.	Students who are blind or have low vision may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Scribe (A312)	The student dictates her/his responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe. (ELPA21 Scribe Guidelines can be found under the Additional Resources section at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.
Speech-to-text (A311) (Requires “Permissive Mode” to be enabled via TIDE)	The student uses an assistive technology device to dictate responses or give commands during the test.	Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.


APPENDICES

Appendix A: Embedded Accessibility Support Settings

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Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Universal Tools – Editable in the TA Interface Only				
English Dictionary	Smarter Balanced ELA PT: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	Used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the Smarter ELA Performance Tasks only.
English Thesaurus	Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA TT	An embedded tool that that is available for Smarter Balanced ELA Performance Tasks.
Expandable Items and Stimuli	All tests: <ul style="list-style-type: none"> On Off ELPA21 (for Expandable Items): <ul style="list-style-type: none"> Always On 		TA Interface Only State DTC DLU STC TA TT	Allows student to expand the item and passage sections. This tool appears next to the stimulus context menu.
Global Notes	Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	Allows students to use an on-screen notepad to enter notes that persist until the test has been submitted.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Highlighter	Smarter Balanced, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off ELPA21: <ul style="list-style-type: none"> Always on 		TA Interface Only State DTC DLU STC TA TT	Allows students to select the text on the screen and then select Highlight Selection from the context menu.
Line Reader	All Tests: <ul style="list-style-type: none"> On Off 	Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p. 49)	TA Interface State DTC DLU STC TA	Allows student to raise and lower the tool for each line of text on the screen. This tool is not available while the Highlighter tool is in use.
Mark for Review	Smarter Balanced: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Always available 		TA Interface Only State DTC DLU STC TA TT	Allows student to mark a question for review, from the context menu.
Mouse Pointer	All tests: <ul style="list-style-type: none"> System Default Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow 		TA Interface Only State DTC DLU STC TA TT	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Paginated Item Groups	Smarter Balanced ELA, Smarter Math CAT, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off Smarter Balanced Math PT: <ul style="list-style-type: none"> Not supported ELPA21: <ul style="list-style-type: none"> Always on 		TA Interface Only State DTC DLU STC TA TT	Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons  () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.
Response Recovery	Smarter Balanced Tests & ELPA21: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA TT	Allows students to view and restore responses they previously entered for an open-response question during the same testing session.
Strikethrough	All tests: <ul style="list-style-type: none"> On Off 		TA Interface Only State DTC DLU STC TA TT	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words.
Embedded Designated Supports				
Color Choices	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Black on White Black on Rose Medium Gray on Light Gray Yellow on Blue Reverse Contrast OAKS Science & Social Sciences: <ul style="list-style-type: none"> Black on White Black on Blue Black on Rose 	Table 2.3 SB (p. 26) Table 3.3 OAKS (p. 30)	TIDE & TA Interface State DTC DLU STC TA	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.

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Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
	<ul style="list-style-type: none"> Black on Yellow Medium Gray on Light Gray Yellow on Blue <p>ELPA21:</p> <ul style="list-style-type: none"> Black on White Black on Blue Black on Cream Black on Pink Yellow on Blue Reverse Contrast 	Table 6.4 ELPA21 (p. 49)		

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Glossary	<p>Smarter Balanced ELA:</p> <ul style="list-style-type: none"> • English Glossary (<i>universal tool</i>) • No Glossary <p>Smarter Balanced Math:</p> <ul style="list-style-type: none"> • English Glossary (<i>universal tool</i>) • Arabic & English Glossary • Arabic Glossary • Cantonese & English Glossary • Cantonese Glossary • Filipino & English Glossary • Filipino Glossary • Korean & English Glossary • Korean Glossary • Mandarin & English Glossary • Mandarin Glossary • Punjabi & English Glossary • Punjabi Glossary • Russian & English Glossary • Russian Glossary • Spanish & English Glossary • Spanish Glossary • Ukrainian & English Glossary • Ukrainian Glossary • Vietnamese & English Glossary • Vietnamese Glossary • No Glossary <p>All other tests:</p> <ul style="list-style-type: none"> • <i>Not supported</i> 	<p>Table 2.1 SB (p. 9)</p> <p>Table 2.3 SB (p. 13)</p>	<p>Smarter Balanced ELA & Math CAT – TIDE & TA Interface</p> <p>Smarter Balanced ELA & Math PT – TIDE Only</p> <p>State DTC DLU STC TA</p>	<p>Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language.</p> <p>Language options for Glossaries vary by assessment. Not all options listed are available for all tests.</p> <p>Smarter Balanced Performance Task foreign language glossaries must be set in TIDE prior to the student opening the test.</p>

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Item Type Exclusion <i>Item type exclusion must be assigned to the student prior to the start of testing.</i>	OAKS Science & Social Sciences: <ul style="list-style-type: none"> None Grid Items All other tests: <ul style="list-style-type: none"> Not supported 	Table 3.3 OAKS (p. 26)	TIDE Only State DTC DLU STC	Allows students to receive a test that excludes item types per the student's IEP. Item Types Exclusion is only available on OAKS Science and Social Sciences.
Masking	All Tests: <ul style="list-style-type: none"> On Off 	Table 2.3 SB (p. 13) Table 3.3 OAKS (p.26) Table 6.4 ELPA21 (p. 49)	TIDE & TA Interface State DTC DLU STC TA	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.
Presentation <i>Must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math*: <ul style="list-style-type: none"> English Spanish (Designated Support) Braille (Accommodation) Smarter Balanced ELA*: <ul style="list-style-type: none"> English Braille (Accommodation) OAKS Science & Social Sciences: <ul style="list-style-type: none"> English Spanish (Designated Support) Braille (Accommodation) ELPA21: <ul style="list-style-type: none"> Not supported 	Table 2.3 SB (p. 14) Table 2.5 SB (p. 18) Table 3.3 OAKS (p. 27) Table 3.5 OAKS (p. 31)	OAKS, Smarter Balanced ELA & Math CAT – TIDE & TA Interface Smarter Balanced ELA & Math PT – TIDE Only State DTC DLU STC TA	The presentation in which the student is taking the test in. <ul style="list-style-type: none"> Spanish translation is available for Smarter Math, OAKS Science and Social Sciences. Braille is available for OAKS Science and Social Sciences, as well as Smarter ELA and Math. Upon selecting Braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed. Presentation must be set in TIDE for Smarter Balanced Performance Tasks prior to the student logging in to the test.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Print on Request	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off Items Stimuli Stimuli & Items OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off Stimuli & Items ELPA21: <ul style="list-style-type: none"> Off Items Stimuli Stimuli & Items 	Table 2.3 SB (p. 13) Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p. 49)	TIDE & TA Interface State DTC DLU STC TA	This accessibility support permits students to request printouts of test content. None — Students cannot request printing of any test stimuli or questions. Stimuli — Students can request printing of any stimuli). Items — Students can request printing of any questions (including answer options). Stimuli and Items — Students can request printing of any test stimuli and questions (including answer options). Print on Request may be changed in the TA interface for Smarter Balanced tests. When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described the Test Administration Manual .
Print Size	All Tests: <ul style="list-style-type: none"> Default/No Zoom = 1X Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X 	Table 2.3 SB (p. 14) Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p.50)	TIDE & TA Interface State DTC DLU STC TA	The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual test pages. <i>Note: The default print size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default print size of 14 point. Zoom settings persist across test pages.</i>

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Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Suppress Score	OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 3.3 OAKS (p. 26)	TIDE & TA Interface State DTC DLU STC TA	

Text-to-Speech	Smarter Balanced Math & ELA*:	Table 2.3 SB (p. 14) Table 2.5 SB (p. 18)	TIDE Only	The TTS accessibility support provides students with the ability to listen to sections of test content.
<i>Text-to-speech becomes an Accommodation if used for ELA Stimuli.</i>	<ul style="list-style-type: none"> • Off • Items • Stimuli • Items & Stimuli 		State	Off – The student cannot listen to any stimuli or items on the test.
	OAKS Science & Social Sciences:	Table 3.3 OAKS (p. 27)	DTC	Items – The student can listen to questions on the test (including answer options).
	<ul style="list-style-type: none"> • Off • Stimuli & Items (Designated Support) 		DLU	Stimuli – The student can only listen to stimuli.
	ELPA21:		STC	Items & Stimuli – The student can listen to both questions and stimuli.
	<ul style="list-style-type: none"> • Not supported 		TA	English TTS is available on: Smarter ELA and Math, OAKS Science and Social Sciences Spanish TTS is NOT available on Smarter Balanced Math or ELA tests
				For students receiving the test in English, the TTS is delivered through the computer's native voice pack. As a result, the sound quality will vary based on the computer's operating system. For optimal results, ODE and AIR recommend using Windows 7, 8.0, or 8.1 or Mac 10.6–10.9 machines.
				For students receiving the test in Spanish (available for OAKS Science and Social Sciences only), the district must first install a Spanish voice pack. ODE and AIR recommend using either the Marta voice pack provided by Cepstral or the free Violeta voice pack for computers running Windows and the Rosa voice pack provided by Infovox for Macs.
				The TTS options displayed in the drop-down menu are those that are available for that specific test.

ALL ROLES

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Embedded Accommodations – Editable ONLY in TIDE unless otherwise specified.				
American Sign Language <i>ASL must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 SB (p. 18)	Math PT – TIDE Only State DTC DLU STC TA	Allows students to view a video with a signed translation of the passage or question. Available for Smarter ELA listening questions and Mathematics tests.
Audio Transcript	Smarter Balanced ELA (Listening Stimuli): <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 SB (p. 19)	ELA listening passages – TIDE Only State DTC DLU STC TA	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for Smarter ELA listening passages.
Braille Type	Smarter Balanced ELA: Not Applicable <ul style="list-style-type: none"> Contracted Uncontracted Smarter Balanced Math: <ul style="list-style-type: none"> Nemeth Not Applicable OAKS Science: <ul style="list-style-type: none"> Nemeth Not Applicable OAKS Social Sciences: <ul style="list-style-type: none"> Not Applicable Contracted Uncontracted ELPA21: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA	Only available when Presentation is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Closed Captioning	Smarter Balanced ELA CAT: <ul style="list-style-type: none"> Off On All other tests <ul style="list-style-type: none"> Not supported 	Table 2.5 SB (p. 18)	TIDE Only State DTC DLU STC TA	Enables closed captions for audio in Smarter ELA tests only. <i>Must be set in TIDE.</i>
Emboss	Smarter Balanced and OAKS Science & Social Sciences: <ul style="list-style-type: none"> None Stimuli & Items ELPA21: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA	Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.
Emboss Request Type	Smarter Balanced Math, OAKS Science: <ul style="list-style-type: none"> Auto-request Smarter Balanced ELA OAKS Social Sciences: <ul style="list-style-type: none"> On-Request Auto-request ELPA21: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC STC TA	Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test. <i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i>
ELPA21 Domain Exemptions <i>ELPA21 domain exemptions must be assigned to the student prior to the start of testing</i>	ELPA21: <ul style="list-style-type: none"> No Exemptions Listening Reading Speaking Writing All other tests: <ul style="list-style-type: none"> Not supported 	Table 6.6 ELPA21 (p. 53)	TIDE Only State DTC DLU	Some students may be exempted from specified ELPA21 domains based on their IEP. A student may not be exempt from all four domains.

ALL ROLES

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Mute System Volume <i>Only available when Presentation is set to Braille</i>	Smarter Balanced: <ul style="list-style-type: none"> Off: Read Items and Stimuli Aloud (Accommodation) On: Read Items Only Aloud (Designated Support) All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC DLU STC TA	<i>This feature is only available on Smarter Balanced Braille tests.</i> Allows screen reader software to read aloud either items or items and stimuli to students using approved screen readers on Braille tests.
Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations)	All tests: <ul style="list-style-type: none"> Off On 	Table 2.6 SB (p. 19 & 22) Table 3.6 OAKS (p. 32) Table 6.7 ELPA21 (p. 54)	TIDE Only State DTC DLU STC TA	Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.
Streamlined Interface Mode <i>Streamlined interface mode must be assigned to the student prior to the start of testing</i>	Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off On OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off On ELPA21: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 2.5 SB (p. 18) Table 3.5 OAKS (p. 31)	TIDE Only State DTC DLU STC TA	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.

Appendix B: Guidelines for Signed Interpretation Support (For Smarter Balanced, OAKS, Extended Assessment, and Kindergarten Assessment Only)

Signed interpretation of Oregon's statewide assessments is an approved support for all content areas except Early Literacy (KA) and the ELPA21. In addition to the respective support tables, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's statewide assessments.

When providing sign language interpretation as a support for a student taking an Oregon statewide assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the Kindergarten Early Literacy and ELPA assessments. Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

Per the support tables above, a qualified signed test interpreter may interpret **student directions** for all of Oregon's statewide assessments. The verbatim student directions for the Smarter Balanced Assessments are located in the following sections of the Oregon Test Administration Manual: Section 7: Administering Smarter Balanced, Section 8: Administering OAKS Online Science and Social Sciences, and Section 9: Administering ELPA21. The student directions for the Kindergarten Assessment and the Extended Assessments are embedded directly in the assessment materials.

Sign Language interpretation of the Kindergarten Early Literacy and ELPA21 assessments (other than the student directions) is not allowed and is considered a modification—consistent with the prohibition on providing a read-aloud for a hearing student on these assessments. However, the interpreter may interpret the Smarter Balanced as well as the OAKS Science and Social Sciences items/stimuli and response choices to the student.

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below).
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org/>).
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow “Oregon Math Read-Aloud Guidelines and Examples” at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>.
- Review Math and Science terminology (see “Resources” below).

- Use Smarter Balanced, OAKS, Extended, and Kindergarten Assessment sample questions to practice interpreting test items in the subject area they will be interpreting (see “Resources” below).

Qualifications of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
 - Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org>)
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
 - Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- Will not have access to actual test items prior to the administration of the Smarter Balanced or OAKS online assessment. However, sign language interpreters should review content standards for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Will have access to Oregon’s Extended Assessment and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the read-aloud guidelines (<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>) which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time. Complete guidance on the math read-aloud support is available at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>.
- **Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.**

The Test Administrator:

- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm—a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom—using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).

- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (See “Rationale” below).
- The interpreter is to follow “Oregon Math Read-Aloud Guidelines and Examples” <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>. Complete guidance on the math read-aloud support is available at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>
- For those assessments administered orally (Extended Assessment, Kindergarten Assessment):
 - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
 - The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student’s line of sight.
- **The interpreter is not allowed to...**
 - Use signs that invalidate the intent of the question (cf. training videos at <http://lms.brtprojects.org>).
 - Give any nonverbal response to affirm or negate a student response to test items.
 - Interpret if s/he does not understand the word or test item–this could skew the interpretation. However, they can pause the student’s test and ask for clarification from the test administrator (see below).
 - Prompt the student in any way that would influence her or his response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**
 Signs that are commonly used in sign language are allowable in the signed interpretation of statewide assessments. Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.
- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**
 - If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:
 - *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.
 - If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
 - *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Resources

Test Administration Manual

<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>

Accessibility Manual

<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>

Practice Tests

<http://oaksportal.org>

OAR 581-015-2035: Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
 - (b) "CT" means Certificate of Transliteration issued by RID.
 - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
 - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
 - (e) "NIC" means the National Interpreter Certification by RID.
 - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
 - (g) "RID" means Registry of Interpreters for the Deaf Inc.
 - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
 - (i) "Student" means a student with a hearing impairment who is:
 - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
 - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
 - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
 - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041

Stats. Implemented: ORS 185.110, 185.225

Hist.: ODE 11-2008, f.

Appendix C: Selection, Administration, and Evaluation of Accessibility Supports (STEPS and TEACHER TOOLS)

STEPS

STEP 1

EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Elementary and Secondary Education Act

Stronger accountability for results is one of the basic education principles contained in federal regulations. These regulations complement the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. These explicitly call for

... the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

Through federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information on student progress and performance, school progress and performance, and district and state improvement needs for all students regardless of population.

Academic content standards (what students should learn) and academic achievement standards (how well they should perform) in reading/language arts, mathematics, and science form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in student attainment of the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability measures reflect the educational success of all students and help determine what needs to be improved for specific groups of students. The accountability system is defined in terms of Annual Measurable Objectives (AMOs), a way to measure improvement in achieving standards for all students and designated student subgroups each year. Schools, district, and states are held accountable for improvement on an annual basis by public reporting, and ultimately through consequences if they do not achieve these AMOs.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments.

Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec .612 (a)(16)(A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes... a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY ASSESSMENTS

In Oregon, all students must be given the opportunity to take the Oregon's primary Statewide Assessments. To provide each student with this opportunity, Oregon offers a number of assessment options, including Smarter Balanced Assessments for ELA (Reading, Writing, Listening) and Mathematics, OAKS Online for Science and Social Sciences including zoom feature and Braille interface for students with visual impairments, Oregon's Kindergarten Assessment for Early Literacy and Mathematics, and OAKS Extended for Reading/Literature, Mathematics, Science, and Writing. In addition, all Oregon students eligible to receive English Learner (EL) services must be given the opportunity to take the English Language Proficiency Assessment (ELPA).

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. When determining appropriate assessment options for a student with learning challenges, school team members, including the IEP or 504 team, must actively engage in a planning process that addresses all of the relevant variables associated with student need, accommodations considerations (for appropriate access), and the use of alternate assessments for students with disabilities.

For more information on statewide assessment participation options for students with disabilities refer to [*"Guidelines for Statewide Assessment Decision Making for IEP Teams"*](#).

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with content standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

STEP 2**LEARN ABOUT ACCESSIBILITY SUPPORTS FOR ASSESSMENT****WHAT ARE ACCESSIBILITY SUPPORTS**

As mentioned previously, Oregon’s Accessibility Panel refers to the term “Accessibility Supports” as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accessibility supports as practices and procedures that, when used in an assessment, provide equitable access to all students. These supports do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved supports during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of an Oregon Statewide Assessment, accessibility supports provided to a student must have been previously approved by the Accessibility Panel and listed in the Oregon Accessibility Manual. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accessibility supports. In other words, during instruction educators can use supports for students that go beyond the list approved by the Accessibility Panel for use during administration of the Oregon Statewide Assessments. References to *adaptations*, *alterations*, *changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accessibility support approved for use in assessment.

DETERMINING THE CONSEQUENCES OF USING ACCESSIBILITY SUPPORTS DURING ASSESSMENT

When selecting which supports a student should use while taking an Oregon Statewide Assessment, it is important to refer to the state’s most current OAM to ensure that the proposed practice or procedure is a state-approved support. If the proposed practice or procedure is not explicitly included in the OAM, its use during assessment will result in an invalid score. The student will be counted as a non-participant on various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

STEP 3**SELECT ASSESSMENT SUPPORTS FOR INDIVIDUAL STUDENTS**

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state (Common Core State Standards or CCSS) and district academic content standards and assessments. Effective decision-making about the provisions of appropriate supports begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student’s needs and performance in relation to local and state academic standards. In essence, using accessibility supports allows educational teams to attempt to “level the playing field” so that all students can participate productively in the general education curriculum.

While a wide variety of supports, resources, and modifications are available during *instruction*, only specific accessibility supports approved by Oregon’s Accessibility Panel and the ODE are available during assessment. *In Oregon, accessibility supports are based on an assessment of individual student need.*

DOCUMENTING ACCESSIBILITY SUPPORTS IN A STUDENT’S CUMULATIVE FILE

School teams making educational decisions for students in either general or special education or who are English Learners are strongly encouraged to document any discussions regarding accessibility supports in the student’s file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians,

and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 4 of this manual.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

Under 34 C.F.R. § 300.320(a)(6)(i), each student's IEP must include a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments. Specifically, documentation will include the following:

- Since Universal Tools are available to all students, only document on the IEP if a tool must be “turned off” to avoid distraction during testing
- Designated Supports and Accommodations must be documented on the IEP

All IEPs must identify the current accommodations for each assessment prior to the respective Statewide Assessment windows and within enough time to allow districts to enter the accommodations within the Test Information Distribution Engine (TIDE) system.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance.” [29 U.S.C. Sec. 794]

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCESSIBILITY SUPPORTS

The more students are involved in the selection of accessibility supports process, the more likely the supports will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accessibility supports.

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION

Smarter Balanced is providing a suggested tool and process by which a student's need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations. Districts or schools can use the Individual Student Assessment Accessibility Profile (ISAAP) if they feel it is helpful (cf. <https://portal.smarterbalanced.org/library/en/about-the-individual-student-assessment-accessibility-profile-isaap-process-and-the-isaap-tool.pdf>).

Another option to guide a team's selection of approved statewide assessment accessibility supports for a student is to use the questions and/or Teacher Tools 1 and 2 (pp. 82ff) provided below. For students with an IEP or 504 Plan, electing accommodations for instruction and for statewide assessments is a specific role of the IEP or 504 team.

QUESTIONS TO GUIDE AND DOCUMENT ACCESSIBILITY SUPPORTS SELECTION	
1.	What are the student's learning strengths?
2.	What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using.
5. What practices and procedures does the student use regularly during instruction?
6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?
7. What difficulties, if any, does the student experience when using a given practice or procedure?
8. What is the student's perception of how well a practice or procedure "works?"
9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices or procedures?
10. Are there effective combinations of practices and procedures for this student?
11. Is it possible to meet the student's needs through the use of universal tools listed in the Oregon Accessibility Manual?
12. Which practices and procedures used by the student are accessibility supports approved by the Accessibility Panel for use during assessment?
13. Should an accessibility support used on the previous year's assessment be continued or changed? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the accessibility supports tables of the Oregon Accessibility Manual.
14. If a promising practice or procedure is not listed in the accessibility supports tables, is there a similar practice or procedure that can be used that would not impact the student's participation or performance during instruction or assessment?

Of the accessibility supports that match the student's needs, consider the student's willingness to learn to use them, opportunities to learn how to use them in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new support, so there is ample time to learn to use instructional and assessment supports before an assessment takes place. A student's refusal to accept or use a required accessibility support(s) (i.e., accommodations) potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student's test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accessibility supports specifically needed, rather than listing all those possibly needed.
- Including students in the design of accessibility supports, especially for older students.
- Ensuring teachers understand and implement those accessibility supports so students are familiar with those to be used for assessments.
- Getting students' feedback on accessibility supports.
- Reconvening teams to redesign accessibility supports students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accessibility support, document their refusal.

Finally, it is important to plan for the ongoing evaluation and improvement of the student's use of accessibility supports.

STEP 4

ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT

ACCESSIBILITY SUPPORTS DURING INSTRUCTION

Students must have practice using approved accessibility supports before participating in the Oregon Statewide Assessments. Providing the selected supports during instructional periods that necessitate their use is an essential classroom practice, that allows students and educators to determine the effectiveness of a support and allows students to become comfortable and proficient when using the support. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

ACCESSIBILITY SUPPORTS DURING ASSESSMENT

Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accessibility supports each student will be using and how to administer them properly. TAs administering supports, such as reading to a student or translating writing prompts, must adhere to specific guidelines so that student scores are valid. Accessibility supports that are improperly administered may result in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accessibility supports might be anticipated and implemented.

Administering Assessments and Accessibility Supports

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS
<ul style="list-style-type: none"> Take appropriate security precautions before, during, and after the administration of the assessment.
<ul style="list-style-type: none"> Understand the procedures needed to administer the assessment prior to administration.
<ul style="list-style-type: none"> Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
<ul style="list-style-type: none"> Provide for and document all approved accessibility supports for the administration of the assessment to persons with disabilities or special needs.

In addition, ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test

administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines and procedures for the administration of accessibility supports is necessary to ensure that test results reflect actual student learning.

ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the current Test Administration Manual, available at: <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>.

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices refer to inappropriate interactions between TAs and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The current Test Administration Manual (TAM) generally describes allowable actions. In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accessibility Supports Tables. If the TAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

HANDLING "IN THE MOMENT" STUDENT REQUESTS FOR AN ACCOMMODATION

In order to ensure standardization, and that test security and ethical testing practices are followed throughout the assessment process, test administrators must not provide an accessibility support which was not previously identified for a student. If a student requests a support that was not previously identified while "in the moment" of testing, the test administrator must reference the directions provided in current Test Administration Manual (TAM). The TA must not provide any accessibility support to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accessibility support will be made based on an assessment of the student's individual needs.

STEP 5**EVALUATE AND IMPROVE ACCESSIBILITY SUPPORTS USE**

All practices and procedures used for students during instruction must be selected on the basis of the individual student's needs. For accessibility supports to be used during administration of an Oregon Statewide Assessment, the support must be also previously approved by the Accessibility Panel and listed in the appropriate accessibility supports tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of these supports is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of supports during assessments may reveal questionable patterns of use, as well as support the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accessibility supports within the classroom, districts may also decide to gather information on the implementation of supports during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accessibility supports information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE STUDENT LEVEL
1. What supports are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when supports are used versus when they are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the supports, inappropriate choice of supports, and/or misapplication of an supports?
3. What is the student's perception of how well the support worked?
4. What combinations of supports seem to be effective?
5. What are the difficulties encountered in the use of supports?
6. What are the perceptions of teachers and others about how the support appears to be working?

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE SCHOOL OR DISTRICT LEVEL
1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of supports?
3. Are students receiving accommodations as documented in their IEPs and 504 plans?
4. How many students with IEPs and 504 plans are receiving accommodations?

5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of supports?
6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities receiving supports?
7. How many general education students receive supports?
8. Are some types of supports used more than others?

TEACHER TOOLS

TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCESSIBILITY SUPPORTS

Directions: Use these questions to identify various types of accessibility supports for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members to consider a wide range of supports needs. Use the list in planning by indicating Y (Yes), N (No), or DK/NA (Don't Know/Not Applicable).

	Y	N	DK/ NA
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student require translated or interpreted materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have a hearing impairment and need a listening device or interpreter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student require assistive technology devices to access the assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Does the student have difficulty with visual tracking and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student require any specialized equipment or other accessibility supports that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do any physical accessibility supports need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the student have attention span or distractibility challenges that require an optimal testing schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 2**QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION**

1. What are the student's learning strengths?

2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? (Either new strategies or supports the student is currently using.)

5. What practices and procedures does the student use regularly during instruction and assessment?

6. In the classroom, what are the results for assignments and assessments when these practices and procedures are used? What are the results when they are not used?

7. What difficulties, if any, does the student experience when using a given practice and procedure?

8. What is the student's perception of how well a practice or procedure "worked"?

9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices and procedures?

10. Are there effective combinations of practices and procedures for this student?

11. Can the student's needs be met through the use of allowable resources listed in the Test Administration Manual?

12. Which practices and procedures does the student use that are accessibility supports approved by the Accessibility Panel?

13. Should a support used on the previous year's assessment be continued or changed?

14. If a promising practice or procedure is not listed in the Accessibility Supports Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the Accessibility Supports Tables.

TEACHER TOOL 3**ACCESSIBILITY SUPPORTS FROM THE STUDENT'S PERSPECTIVE**

Directions: Use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concern of a support—providing examples as necessary. Also, provide a list of possible supports to give the student a good understanding of the range of supports that may be available.

1. Think about all the classes you are taking now. In what class do you think you do your best work?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For examples, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like a subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "Which class is hardest for you?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accessibility supports. Next to each class, write down what support(s) you think might be helpful for you.

Class List	
Classes	Accessibility Supports

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

TEACHER TOOL 4**ASSESSMENT ACCESSIBILITY SUPPORTS PLAN**

Student Information	Case Information
Name: _____	General Education Teacher(s): _____
Date(s) of Assessment: _____	_____
Name of Assessment: _____	Special Education Teacher(s): _____
_____	_____
School Year: _____	Building / School: _____

Assessment accessibility supports the student needs for the assessment and date arranged:

Supports:**Date Arranged:**

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Comments: _____

Person responsible for arranging accessibility supports and due date:

Person Responsible:**Due Date:**

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Comments: _____

Room Assignment for assessment: _____

Planner(s) for this process: _____ Signature _____ Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

TEACHER TOOL 5**ASSESSMENT ACCESSIBILITY SUPPORTS AGREEMENT**

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accessibility supports, students can show what they know on the test. Some supports (e.g., special test editions) need to be arranged long before test day, but should still be included on this list. A similar form could be carried to class to remind teachers about daily supports. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved supports that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____ (Student's name), need the following accessibility supports to take part in any statewide assessment:

If more information is needed about these supports, please contact:

 (Name of teacher, principal, and/or district person
 knowledgeable about statewide assessment accessibility supports)

Thank you for helping me to do my best on this test!

 (Student's Signature)

 (Date)

TEACHER TOOL 6**LOGISTICS PLANNING CHECKLIST**

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accessibility supports for an individual student or for a system. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

	Y	N	NA
ACCESSIBILITY SUPPORTS THROUGHOUT THE ACADEMIC YEAR			
1. Supports are documented on the student's learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students who use supports regularly are provided opportunities to evaluate use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master supports plan/data base listing assessment supports needs for each student who needs them during testing is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION FOR TEST DAY			
4. Special test editions are ordered for individual students based on information contained in master accessibility supports plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators receive a list of supports needs for students they will supervise (list comes from master accessibility supports plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving supports in small group or individual settings (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers and sign language interpreters are arranged for students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCESSIBILITY SUPPORTS ON THE DAY OF THE TEST			
9. All eligible students receive supports as determined by their learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of supports is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Substitute providers of supports are available as needed (e.g., interpreters or readers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION AFTER THE DAY OF THE TEST

13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Test Administration Manual (TAM).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Students who take make-up tests receive needed supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectiveness of supports use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 7**QUESTIONS TO GUIDE EVALUATION OF ACCESSIBILITY SUPPORTS USE**

Directions: Use these questions to guide discussion about selecting accessibility supports for assessment during any meeting.

AT THE STUDENT LEVEL:

1. What supports does the student use during instruction and assessment?

2. What are the outcomes of assignments and assessments when supports are used versus when they are not?

3. If the student does not meet expectations, is it due to:

_____ Student did not have access to necessary instruction

_____ Student did not receive supports

_____ Used supports were not effective

_____ Other _____

4. What is the student's perception of how well the supports worked?

5. What combinations of supports seem to be effective?

6. What are the difficulties encountered in the use of supports?

7. What are the perceptions of teachers, parents, and others about how the supports appear to be working?

AT THE SCHOOL OR DISTRICT LEVEL:

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accessibility supports?

3. Are students receiving supports as documented on their IEP or 504 Plan?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of supports?

5. How many students with IEPs or 504 Plans are receiving supports?

6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive supports?

7. How many general education students receive supports?

8. Are some types of supports used more than others?

TEACHER TOOL 8**ACCESSIBILITY SUPPORTS JOURNAL**

One way to keep track of what supports work for a student is to support the student in keeping an “accessibility supports journal”. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how much easier it would be for an IEP team to decide which supports to document on the student’s IEP if the student came to the IEP meeting with a journal documenting all the following things:

- supports used by the student in the classroom and on tests;
- test and assignment results when supports are used and not used;
- student’s perception of how well a support “works”;
- effective combinations of supports;
- difficulties of supports use; and
- perceptions of teachers and others about how the supports appears to be working.

In the spaces provide below, design and organize the use of an accessibility supports journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries? When?

4. How could the journal be used in the development of a student's IEP?

APPENDIX D: OREGON'S ACCESSIBILITY PANEL

Oregon's Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations submitted by the field for students taking the Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the Panel's recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days). The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Accessibility Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service

Panel members are eligible to continue in the role of Accessibility Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not affect the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication constitute potential conflicts to effective membership.

Skill Sets

Twelve skill sets form a critical foundation for the decisions made by this Panel. Panel members must collectively maintain these skill sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill sets with individuals possessing the same set of skills

Oregon Accessibility Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Learner (EL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

APPENDIX E: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT

New universal tools, designated supports, and accommodations approved for Oregon’s statewide assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review (cf. “Recommendation for Accessibility Support” form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, Smarter Balanced guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics statewide assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations. State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct (cf. Appendix E: Approval Process for New Accessibility Supports). Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state approved temporary accommodations as part of the annual Consortium accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

For the OAKS, Extended, Kindergarten, and ELPA statewide assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To suggest a new accessibility support for the Accessibility Panel to consider, fill out the form on the following page in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form, please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx> from the Assessment Accessibility Supports webpage.

Recommendation for Accessibility Support

ALL ROLES

Date Submitted: Name: _____ School District: _____ Phone: _____ Email: _____	
Recommended Accessibility Support(include grade level of student(s): Embedded?: <input type="checkbox"/> Non-Embedded?: <input type="checkbox"/> Both?: <input type="checkbox"/>	
<input type="checkbox"/> Smarter Balanced	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Mathematics
<input type="checkbox"/> OAKS Online	<input type="checkbox"/> Science <input type="checkbox"/> Social Sciences
<input type="checkbox"/> Extended Assessments	<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science
<input type="checkbox"/> Kindergarten Assessment	<input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning
<input type="checkbox"/> English Language Proficiency Assessment (ELPA)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking
Description of accessibility support:	
How will students use the support in assessment (describe for each):	

Please include a sample of student work using the support.
Rationale for adding to an accessibility table(s):
Other factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request to: Brad Lenhardt at Brad.Lenhardt@state.or.us ; Fax 503-378-5156; or mail to: Brad Lenhardt, Office of Learning/Student Services Unit; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310

APPENDIX F: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

From January 28 – March 8, 2019, NAEP will assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics (NCES) to represent students throughout Oregon and the nation in mathematics, reading, and science assessments. In 2019, NAEP will transition the science assessments at all grade levels and the grade 12 mathematics and reading assessments from paper-pencil to digitally-based assessments administered on NAEP-provided Surface Pro tablets with keyboards. In order to understand how to report trend results for the 2019 science and grade 12 mathematics and reading assessments, NAEP will conduct a mode comparability study. This means that NAEP will administer both digitally-based and paper-pencil assessments in most, but not all, schools selected for the selected for the science or grade 12 assessments. In those schools, NAEP will assign students to either a digitally-based or a paper-pencil assessment.

In addition to the mathematics, reading, and science assessments, NAEP will conduct special studies in 2019. The National Indian Education Study will administer surveys to American Indian and Alaska Native students, their teachers, and their school administrators as part of the NAEP state-level mathematics and reading assessments at grades 4 and 8. The High School Transcript Study will collect the transcripts of 12th grade NAEP participants at the end of their senior year in order to analyze relationships between course taking and NAEP performance.

The results from NAEP are published as The Nation's Report Card. For 2019, NAEP will report student performance for Oregon and the nation on the 4th and 8th grade mathematics and reading assessments. NAEP will report national results for the science assessments at all grade levels and for the 12th grade mathematics and reading assessments. NAEP does not provide results for individual students, schools, or districts in Oregon.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

In December, schools selected for NAEP will receive the list of students selected for the NAEP 2019 assessments. ODE will then provide an optional online training for the school staff members designated as the NAEP school coordinators at selected schools. This training will support the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators work with other school staff members to determine how students with disabilities and English Language Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP digitally-based assessments and the NAEP paper-pencil assessments. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English language learner will access NAEP. If an accommodation or universal design element that a student regularly receives for classroom or state assessments is not listed, please check with Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836 to see if the universal design element or accommodation can be provided on NAEP.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students participating in the digitally-based assessments. The second section includes NAEP accommodations for students with disabilities provided by the test delivery system, while the third section lists NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section includes NAEP accommodations for English Language Learners provided by the test delivery system, and the fifth section lists NAEP accommodations for English Language Learners provided outside the test delivery system. The sixth section lists the universal design elements available to all students participating in the paper-pencil assessments. The seventh section lists the paper-pencil assessment accommodations for students with disabilities, and the final section includes the paper-pencil assessment accommodations for English language learners.

1. NAEP DIGITALLY-BASED ASSESSMENTS Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Closed captioning	Mathematics, Reading, and Science	All voice-over narration is closed-captioned.
Color theming	Mathematics, Reading, and Science	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <i>NOTE: This tool is not available for the tutorial or any image/video content. See the “High contrast for visually impaired students” accommodation in section 2 for another option.</i>

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Directions explained / clarified	Mathematics, Reading, and Science	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Directions only read aloud / text-to-speech (English)	Mathematics, Reading, and Science	General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.
Elimination capability	Mathematics, Reading, and Science	Students can gray out answer choices for multiple-choice items. <i>NOTE: This tool is not available for constructed-response items.</i>
Individual testing experience	Mathematics, Reading, and Science	All students have earbuds to reduce distractions and interact on a one-on-one basis with tablet. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Separate location.</i>
Read aloud / text-to-speech (English) – occasional or most or all	Mathematics and Science	Students select some or all text to be read aloud by the system using text-to-speech. <i>Note: Read aloud / text-to-speech is not allowed for reading passages or reading items.</i>
Scratch paper	Mathematics, Reading, and Science	Administrators inform students that scratch paper (and pencil) available upon request.
Scratch work / highlighter capability	Mathematics, Reading, and Science	Allows freehand drawing and highlighting on the screen for most content.
Use a computer / tablet to respond	Mathematics, Reading, and Science	All students respond on NAEP-provided tablets.
Volume adjustment	Mathematics, Reading, and Science	Students can raise or lower voice-over volume using the tablet's volume buttons.

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Zooming	Mathematics, Reading, and Science	<p>Enlarges content onscreen up to two times the default text/image size on the screen while preserving clarity, contrast, and color.</p> <p><i>NOTE: Does not include the toolbar, item tabs, scrollbars, calculator, and equation editor. For students who require enlargement of these test elements, please select the accommodation Magnification.</i></p>

2. NAEP DIGITALLY-BASED ASSESSMENTS**Accommodations for Students with Disabilities Provided by the Test Delivery System**

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Calculator version of the test	Mathematics	Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. <i>NOTE: Calculator Version of the Test only available for Mathematics.</i>
Extended time	Mathematics, Reading, and Science	Extra time is given to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i>
Hearing impaired version of test	Mathematics, Reading, and Science	This accommodation provides a test form that has all auditory content closed-captioned.
High contrast for visually impaired students	Mathematics, Reading, and Science	Provides a test form with all content that is compatible with high contrast.
Low mobility version of test	Mathematics, Reading, and Science	Provides a test form with items that are keyboard navigable and do not require the use of the mouse or touch pad.
Magnification	Mathematics, Reading, and Science	Magnification of all assessment content, including tools, menus, calculator, and equation editor. Students use screen magnification software to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i>

3. NAEP DIGITALLY-BASED ASSESSMENTS

Accommodations for Students with Disabilities Provided Outside Test Delivery System

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Braille version of the test	Mathematics, Reading, and Science	Provides a paper Braille test form. <i>NOTE: If a student needs to respond in Braille, select "Other (specify)" and note the needed accommodation. The student records his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school, or uses a scribe to record the answers (see Scribe accommodation).</i>
Breaks during testing	Mathematics, Reading, and Science	Students allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	School staff member provides. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics, Reading, and Science	A qualified sign language interpreter provided by the school signs the instructions included in the session script.
Familiar person present in testing room	Mathematics, Reading, and Science	School staff member familiar to the student must be present in the testing room during time of assessment. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i>
Scribe	Mathematics, Reading, and Science	Student responds orally or by pointing to his/her answers to a scribe provided by the school who records the student's response on the tablet.

Separate location	Mathematics, Reading, and Science	Students are tested in a separate testing area away from other students. <i>NOTE: This could be a small group or one-on-one.</i>
Other (specify)	Mathematics, Reading, and Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator
Presentation in sign language	Mathematics and Science	A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. <i>NOTE: Presentation in sign language is not allowed for Reading.</i>
Response in sign language	Mathematics, Reading, and Science	Student signs his/her responses to a scribe provided by the school who records the responses on the tablet.
Uses template	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker
Special equipment	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item

4. NAEP DIGITALLY-BASED ASSESSMENTS**NAEP Accommodations for English Language Learners Provided by Test Delivery System**

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Directions only read aloud / text-to-speech (Spanish)	Mathematics, Reading, and Science (Grades 4, 8)	Must be paired with Directions Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. <i>NOTE: Directions only read aloud / text-to-speech (Spanish) is not allowed for the grade 12 Mathematics, Reading or Science assessments.</i>
Directions translated to Spanish	Mathematics, Reading, and Science (Grades 4, 8)	All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. <i>NOTE: Directions translated to Spanish is not allowed for the grade 12 Mathematics, Reading or Science assessments.</i>
Extended time	Mathematics, Reading, and Science	Extra time is given to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i>
Read aloud / text-to-speech (Spanish) – occasional or most or all	Mathematics and Science (Grades 4, 8)	Must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. <i>NOTE: Read aloud / text-to-speech (Spanish) – occasional or most or all is not allowed for Reading or the grade 12 Mathematics or Science assessments.</i>
Spanish / English version of the test	Mathematics and Science (Grades 4, 8)	All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. <i>NOTE: Spanish / English version of the test is not allowed for Reading or the grade 12 Mathematics or Science assessments.</i>

5. NAEP DIGITALLY-BASED ASSESSMENTS

NAEP Accommodations for English Language Learners Provided Outside Test Delivery System

ALL ROLES

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definition in any language	Mathematics and Science	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.” <i>NOTE: Bilingual Dictionary is not allowed for Reading.</i>
Breaks during testing	Mathematics, Reading, and Science	Students allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	School staff member provides. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Mathematics, Reading, and Science	School staff member familiar to the student must be present in the testing room during time of assessment. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i>
Separate location	Mathematics, Reading, and Science	Students are tested in a separate testing area away from other students. <i>NOTE: This could be a small group or one-on-one.</i>
Other (specify)	Mathematics, Reading, and Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator

Special equipment	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker

6. NAEP PAPER-PENCIL ASSESSMENTS

Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Directions explained / clarified	Mathematics, Reading, and Science	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Marks / writes directly in test book	Mathematics, Reading, and Science	All students write directly in the test book. NAEP does not have scantron or bubble sheets.
Scratch paper	Mathematics, Reading, and Science	Administrators inform students that scratch paper (and pencil) available upon request.

7. NAEP PAPER-PENCIL ASSESSMENTS

Accommodations for Students with Disabilities

ALL ROLES

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Breaks during testing	Mathematics, Reading, and Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students may also be allowed to take the assessment in more than one sitting during a single day.
Calculator version of the test	Mathematics	Provides a test form that permits the use of a calculator. <i>NOTE: Calculator version of the test only available for Mathematics.</i>
Cueing to stay on task	Mathematics, Reading, and Science	School staff member provides. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics, Reading, and Science	Requires that a qualified sign language interpreter provided by the school sign the instructions included in the session script.
Extended time	Mathematics, Reading, and Science	Extra time is given to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i>
Familiar person present or administers the test	Mathematics, Reading, and Science	School staff member familiar to the student must be present or administer the test during the assessment.
Large print version of the test	Mathematics, Reading, and Science	NAEP provides large-print booklets to visually impaired students. <i>NOTE: Assessment booklets enlarged by 129 percent.</i>
Magnification equipment	Mathematics, Reading, and Science	Lens or system provided by the school that enhances visual function. <i>NOTE: Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</i>

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
One-on-one	Mathematics, Reading, and Science	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics, Reading, and Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator
Presentation in Braille	Mathematics, Reading, and Science	This is a Braille version of the booklet.
Presentation in sign language	Mathematics and Science	Requires that a qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. <i>NOTE: Presentation in sign language is not allowed for Reading.</i>
Read aloud in English - directions only	Mathematics, Reading, and Science	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. <i>NOTE: Some students’ IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>
Read aloud in English – most or all	Mathematics and Science	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics and Science	Student may request to have words, phrases, or sentences read aloud in English.
Response in Braille	Mathematics, Reading, and Science	Student records answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Response in sign language	Mathematics, Reading, and Science	Student signs his/her responses to a scribe provided by the school who records the responses in the student's booklet.
Scribe	Mathematics, Reading, and Science	Student responds orally or by pointing to his/her answers to a scribe provided by the school who records the student's response in the test booklet.
Small group	Mathematics, Reading, and Science	Group includes no more than five students. <i>NOTE: A student can be assigned to a small group session because he/she requires one or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</i>
Special equipment	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses computer or typewriter to respond	Mathematics, Reading, and Science	Student records answers using a computer or typewriter provided by the school.
Uses template	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker

8. NAEP PAPER-PENCIL ASSESSMENTS

Accommodations for English Language Learners

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definition in any language	Mathematics and Science	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.” <i>NOTE: Bilingual dictionary is not allowed for Reading.</i>
Breaks during testing	Mathematics, Reading, and Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students may also be allowed to take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	School staff member provides. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Verbal encouragement, reinforcement, refocus • Track test items.
Extended time	Mathematics, Reading, and Science	Extra time is given to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i>
Familiar person present or administers the test	Mathematics, Reading, and Science	School staff member familiar to the student must be present or administer the test during the assessment.
General directions only read aloud in Spanish	Mathematics, Reading, and Science	The general session script instructions are read aloud in Spanish. Session script is the same for all students.
One-on-one	Mathematics, Reading, and Science	Student is assessed individually in an area free of distractions.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Other (specify)	Mathematics, Reading, and Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics, Reading, and Science	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator
Read aloud in English - directions only	Mathematics, Reading, and Science	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. <i>NOTE: Some students’ IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>
Read aloud in English – most or all	Mathematics and Science	Student may request to have most or all of the assessment read aloud in English. <i>NOTE: Read aloud in English – most or all is not allowed for Reading</i>
Read aloud in English – occasional	Mathematics and Science	Student may request to have words, phrases, or sentences read aloud in English. <i>NOTE: Read aloud in English – occasional is not allowed for Reading</i>
Small group	Mathematics, Reading, and Science	Group includes no more than five students. <i>NOTE: A student can be assigned to a small group session because he/she requires one or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</i>
Spanish / English version of the test	Science (Grades 4, 8)	Spanish/English version of the booklet. One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language. <i>NOTE: Spanish / English version of the test is not allowed for the grade 12 Mathematics, Reading, or Science assessments.</i>

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Special equipment	Mathematics, Reading, and Science	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Test items read aloud in Spanish	Science (Grades 4, 8)	<p>Students may request to have words, phrases, or sentences read aloud in Spanish.</p> <p><i>NOTE: This requires the student to use a bilingual Spanish/English assessment booklet (see Spanish/English Version of the Test). Test items read aloud in Spanish is not allowed for the grade 12 Mathematics, Reading, or Science assessments.</i></p>
Uses computer or typewriter to respond	Mathematics, Reading, and Science	Student records answers using a computer or typewriter provided by the school.
Uses template	Mathematics, Reading, and Science	<p>Provided by the school.</p> <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker

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Fedorchak, G. (2012). *Access by Design – Implications for equity and excellence in education*. Draft paper prepared for the Smarter Balanced Assessment Consortium.

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Smarter Balanced. (2012). *Accommodations for English Language Learners and Students with Disabilities: A research-based decision algorithm*. Available at: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accommodations-for-under-represented-students.pdf>

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CHANGE LOG

Date	Description	Page(s)
8/5/2014	Added to Smarter Balanced table: Student teacher as proctor; non-embedded; designated support	19
8/5/2014	Added to Smarter Balanced table: State, district, or school provided noise buffers; Non-embedded; designated support	16
8/5/2014	Added to Smarter Balanced table: Translated test directions; Non-embedded; designated support	19
10/11/2014	Revised ELPA: Exclusion of ELPA domain (A229)	58
12/3/14	Added to ELPA: "Masking"	52
12/3/14	Added to ELPA: "Assistive mouse usage for audio and playback, without specific student request"	54
12/19/14	Added to OAKS: Suppress Score	31 & 70
12/19/14	Revised Smarter Balanced: Separate Setting	18
1/5/15	Added to Smarter Balanced: "Note"	13 & 21
1/22/15	Reworded "Assistive mouse usage for audio and playback, without specific student request " in Table 4 ELPA: Non-embedded Designated Supports in order to reduce confusion. Removed "disability" designation due to fact this is a designated support.	54
1/26/15	Added to Smarter Balanced "Separate Setting" use of whisper phone for student who needs to read aloud or sub-vocalize text.	18
2/5/15	Revised ELPA table: Clarified use of "Scratch paper"	53
2/9/15	Added to Smarter Balanced table: provided link to paper-based 1-9 multiplication table.	24
2/9/15	Added to Grade 12 retake table: use of a published "dictionary" and for Writing Performance Assessment only	62
2/9/15	Added to Grade 12 table: use of a published "thesaurus" and for Writing Performance Assessment only	69
2/12/15	Added to Smarter Balanced tables: Clarified "calculator" use: "a calculator on mathematics items in grades 3-5 is not allowed."	10, 23
2/12/15	Deleted from Smarter Balanced table: non-embedded Designated Support of "Translations (glossaries) (for math items)" since Oregon does not offer paper-pencil option at this time.	19
3/9/15	Added to Smarter Balanced table: Read Aloud non-embedded Accommodation for <u>Grades 3-5 ELA Reading Passages</u>	25
5/4/15	Revised KA table: updated accommodation (A207) to a non-embedded designated support	48
5/15/15	Updated KA tables for 2016-17 KA Administration	47-52

Date	Description	Page(s)
7/1/15	<ul style="list-style-type: none"> Updated terminology to apply consistent usage across assessments In order to underscore the fact the accessibility supports structure of OAM is intended to serve all statewide assessments, all references to specific tools in Figure 1 were deleted. Clarified function of <u>Breaks (Pausing the test)</u> support for CAT (vs PT). Clarified <u>Translations (stacked Spanish/English)(for Math)</u> that this support is for both the CAT and PT. Added <u>Line Reader</u> to OAKS as non-embedded Designated Support Changed ELPA to ELPA21 and updated accessibility supports to reflect preliminary ELPA21 accessibility policies (Note: these policies may be subject to change. Final ELPA21 accessibility policies will be reflected in the October 1 publication of the OAM) Added a new Appendix A to summarize specific setting options for each accessibility support by assessment and to identify which user roles are authorized to assign each support. (Deleted former Appendix A (Grade 12 OAKS Retest) that is no longer an option). Deleted Smarter Balanced resource Appendix H: Resources and Practices Comparison Crosswalk 	<p>7</p> <p>9</p> <p>14</p> <p>30</p> <p>61</p>
10/1/15	<ul style="list-style-type: none"> Included Oregon Accessibility Manual Reading Requirements section Added Read Aloud in Spanish. Math (All grades) to SB non-embedded Designated Supports Added to description of ELPA21 embedded Universal Tool (Amplification): "...or is tested one-on-one in a secure location where the external speakers can be used for additional volume control") Added Scribe as non-embedded Accommodation for ELPA21 Added Speech-to-Text as non-embedded Accommodation for ELPA21 With move to ELPA21 and its Accessibility Manual, deleted the following supports: <ul style="list-style-type: none"> Non-embedded Universal Tools <ul style="list-style-type: none"> Familiar examiner Read aloud (for writing domain) Headset Highlighter Marker, pen, and pencil Non-embedded Accommodation <ul style="list-style-type: none"> Answer Orally With move to ELPA21 and its Accessibility Manual, added the following Non-embedded Designated Supports: <ul style="list-style-type: none"> Color overlay Language of origin translation of directions 	<p>8</p> <p>17</p> <p>53</p> <p>60</p> <p>58</p>

Date	Description	Page(s)
10/30/15	<ul style="list-style-type: none"> Update Text-to-Speech in Table 2.5 SB: Embedded Accommodations to include all grades. Furthermore, the embedded accommodation of text-to-speech is now available for Smarter ELA reading passages through the Braille Interface. The non-embedded Read-Aloud accommodation is also available for students using the Braille Interface who require read-aloud support for ELA reading passages consistent with the above criteria (see Table 2.6 SB). Update Appendix A and User Roles that can set Print on Request support. It can be set by state, district, and school level users including TAs. Updated DOCUMENTING <u>ACCOMMODATIONS</u> ON A STUDENT'S IEP 	21 63 75
11/16/15	<ul style="list-style-type: none"> Updated "Print Request" (Table 6.3 ELPA21 Embedded Designated Support) to include "Students may use pencils/pens/highlighters to mark up the printed test materials". 	54
11/24/15	<ul style="list-style-type: none"> Changed embedded Universal Tool designation in Table 1 of Smarter Balanced, OAKS Sci and Soc Sci, and ELPA21 from "Item Response Time Machine" to "Response Recovery" 	10 25 51
12/16/15	<ul style="list-style-type: none"> Revised "Language of origin translation of directions" non-embedded Designated Support Description and Recommendations for Use in Table 4 of ELPA21 to more clearly make the distinction between general test directions and the item-level instructions (which can also be translated). 	56
1/19/16	<ul style="list-style-type: none"> Changed "Response Recovery" support for all applicable assessments to default "on" (versus "off"). 	10, 25, 51
1/26/16	<ul style="list-style-type: none"> Added "Auditory amplification devices, hearing aids." in SB Table 2 	12
1/26/16	<ul style="list-style-type: none"> Removed "student use of a hearing aid adapter" from and added "student needs the use of external speakers" to "Separate Setting" in SB Table 4 	18
1/27/16	<ul style="list-style-type: none"> Added "Separate Setting" non-embedded Designated Support in ELPA21 Table 4 	57
2/2/16	<ul style="list-style-type: none"> Revised ELPA21 Table 4 by clarifying the Description section as well adding "or behavior" to Recommendation for Use section of "Assistive mouse usage for audio and playback, without specific student request". 	56
2/2/16	<ul style="list-style-type: none"> Revised ELPA21 Table 2 allowing the use of "Scratch paper for items in any ELPA21 domain" with materials being securely destroyed after each "test session" or "kept securely" as outlined in the TAM. 	52
2/8/16	<ul style="list-style-type: none"> Per Smarter Balanced consortium decision, removed Appendix G: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES 	
2/23/16	<ul style="list-style-type: none"> Added link to ELPA21 Scribe Guidelines under Scribe support in ELPA21 Table 6 	59
7/29/16	<ul style="list-style-type: none"> Table 2.1: Added Mouse Pointer: To provide enhanced visibility the mouse pointer may be changed in color and increased in size. 	10
7/29/16	<ul style="list-style-type: none"> Table 2.2: Added to description of Scratch Paper that "A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes..." 	12

Date	Description	Page(s)
7/29/16	<ul style="list-style-type: none"> Table 2.3: Added following to Translations description: “For students using this support for the Math Performance Task, who have been identified as needing a hard copy of the stimulus, the embedded Designated Support “Print on Request” is available.” 	14
7/29/16	<ul style="list-style-type: none"> Table 2.4: Added Simplified Test Directions (Note: guidelines will be available in final OAM posted in October) 	17
7/29/16	<ul style="list-style-type: none"> Table 2.6: Added 100s Number Table 	20
7/29/16	<ul style="list-style-type: none"> Table 3.1: Added link to Periodic Table PDF 	23
7/29/16	<ul style="list-style-type: none"> Table 3.1: Deleted Response Recovery because it does not apply to OAKS Science or Social Sciences at this time (i.e., there are no constructed response items). 	23
7/29/16	<ul style="list-style-type: none"> Table 3.2: Added “external speakers” to Universal Tool Auditory amplification devices... 	24
7/29/16	<ul style="list-style-type: none"> Table 3.3: Added “grid” in description to further clarify Designated Support Item Type Exclusion 	26
7/29/16	<ul style="list-style-type: none"> Table 4.2: Deleted redundant Designated Support “Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator” 	37
7/29/16	<ul style="list-style-type: none"> Table 6.1: Deleted “Speaking – all tasks have audio support for all components” from description of Universal Tool Audio Support 	46
7/29/16	<ul style="list-style-type: none"> Table 6.1: Clarified “Writing...” in description of Universal Tool Audio Support to indicate this support does not apply to any graphic response item on all of ELPA21. 	46
7/29/16	<ul style="list-style-type: none"> Table 6.1: Revised the description of the Universal Tool Mark for Review to clarify when this support persists and when it does not. 	46
7/29/16	<ul style="list-style-type: none"> Table 6.1: Deleted “Response Recovery” 	46
7/29/16	<ul style="list-style-type: none"> Table 6.1: Changed description of Universal Tool Scratch Paper for items in any ELPA21 domain to emphasize “TAs “must” ensure that all the notes taken on an assistive technology device are deleted after the test.” 	48
7/29/16	<ul style="list-style-type: none"> Table 6.1: Changed description of Designated Support Student reads test aloud to emphasize “The student reads the test content aloud. This feature must be administered in a “secure” one-on-one test setting. 	52
7/29/16	<ul style="list-style-type: none"> Tables’ 2.3, 3.3, 6.3: Changed title of support from Color Contrast to Color Choices 	13, 26, 49
7/29/16	<ul style="list-style-type: none"> Table 2.6: Added grade level appropriateness (grade 4 and above) for the 100s Number Table. 	20
7/29/16	<ul style="list-style-type: none"> Updated Appendix A to reflect the settings that control how the Braille accommodation is configured for a given student with this accommodation (i.e., Braille Type, Emboss, Emboss Request Type, and Mute System Volume). 	64
9/21/16	<ul style="list-style-type: none"> Added “Table 6.1 Technology Skills Needed for ELPA21 Access” 	46
11/16/17	<ul style="list-style-type: none"> Revised Table 2.3 (Text-to-Speech) by deleting the following from the Description: “Translated text-to-speech is available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.” It is not available this year. 	14
1/19/17	<ul style="list-style-type: none"> Revised Table 2.3 (Translations (stacked Spanish/English) (for Math)) by adding the following to the Description: “Please note: If “Spanish” is selected, Text-to-Speech is not available with this support.” 	14

Date	Description	Page(s)
2/10/17	<ul style="list-style-type: none"> Table 4.3: Added 100s Number Table non-embedded accommodation along with description and guidance for use. 	41
2/10/17	<ul style="list-style-type: none"> Table 2.6: Added Signed Interpretation 	24
3/9/17	<ul style="list-style-type: none"> Table 2.4 : Added information to description of Translated Test Directions 	19
3/9/17	<ul style="list-style-type: none"> Table 6.5 : Added information to description of Language of Origin Translated Test Directions 	54
3/9/17	<ul style="list-style-type: none"> Table 2.2 : Added Student Interface Test Tool 	12
3/9/17	<ul style="list-style-type: none"> Table 6.3: Added Student Interface Test Tool 	52
9/1/17	<ul style="list-style-type: none"> Table 2.4: Add "It may also include a calming device or support as recommended by educators and/or specialists." 	18
9/1/17	<ul style="list-style-type: none"> Table 2.1: Revised "Line Reader" support to Universal Tool for SB 	10
9/1/17	<ul style="list-style-type: none"> Table 2.1: Updated "Mouse Pointer" support 	10
9/1/17	<ul style="list-style-type: none"> Table 2.1: Added "Paginated Item Groups" support 	10
9/1/17	<ul style="list-style-type: none"> Table 2.3: Updated description of "Presentation (stacked Spanish/English Translation)" support 	14
9/1/17	<ul style="list-style-type: none"> Table 2.4: Updated "Scribe" support 	18
9/1/17	<ul style="list-style-type: none"> Table 2.5: Added "Audio Transcript (ELA Listening Passages)" support 	19
9/1/17	<ul style="list-style-type: none"> Table 2.5: Updated recommendations for use for the "Braille" support 	20
9/1/17	<ul style="list-style-type: none"> Table 2.6: Updated "Scribe" support and recommendations for use 	23
9/1/17	<ul style="list-style-type: none"> Table 2.6: Added "Word Prediction" support 	25
9/1/17	<ul style="list-style-type: none"> Table 2.6: Added "Signed Interpretation" support 	23
9/1/17	<ul style="list-style-type: none"> Table 4.1 : Added "Tablet Administration Functions" support 	47
9/1/17	<ul style="list-style-type: none"> Table 6.2: Updated "Digital notepad" support description 	68
9/1/17	<ul style="list-style-type: none"> Reconciled Appendix A and TDS specs 	77ff
9/1/17	<ul style="list-style-type: none"> Aligned supports (as applicable) across statewide assessments 	throughout
9/1/17	<ul style="list-style-type: none"> Updated NAEP support tables 	121ff
9/12/17	<ul style="list-style-type: none"> Formatting issues 	throughout
10/11/17	<ul style="list-style-type: none"> Updated Appendix B to include Smarter Balanced 	pp. 89ff
11/6/17	<ul style="list-style-type: none"> Table 6.6: Removed "unlimited re-recordings" and "unlimited replays". These are configured for Oregon as standard testing conditions available to any student. 	p. 73
2/7/18	<ul style="list-style-type: none"> Table 2.5 (Audio Transcript): Added "(Should ONLY be turned on for students who will also be using Closed Captioning. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items. Turning it on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.)" 	p. 19
3/20/18	<ul style="list-style-type: none"> Table 2.6 (STT): Added more detailed guidance for setting up this non-embedded support. 	pp.24-25
4/19/18	<ul style="list-style-type: none"> Table 5.2: Deleted administration of Spanish-English Bilingual version of Early Math items. 	p. 56
4/19/18	<ul style="list-style-type: none"> Table 5.2: Updated table to include guidance around bilingual assessors. 	p. 59
4/19/18	<ul style="list-style-type: none"> Table 5.3: Updated accommodation to include language of origin, including, but not limited to Spanish (A205). 	p. 61

Date	Description	Page(s)
4/25/18	<ul style="list-style-type: none"> Added following exception to Accommodation description in the table: "...except for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these)." 	p. 6
4/30/18	<ul style="list-style-type: none"> Table For OAKS Science and Social Science: Removed 'when the student moves on to the next segment or' 	p. 27
4/30/18	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Braille Transcription Guide' 	p. 29
	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Calendar for Science' 	p. 30
4/30/18	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Markers -A tool to limit distractions' 	p. 30
4/30/18	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Stopwatch (for Science)' 	p. 31
4/30/18	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Thermometers with numbers on scale (for Science)' 	p. 31
4/30/18	<ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Item Type Exclusion' 	p. 32