

Oregon Accessibility Manual

Smarter Balanced Assessments

OAKS Assessments

Extended Assessments

Kindergarten Assessment

English Language Proficiency Assessment

National Assessment of Educational Progress



2014-2015 School Year

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TABLE OF CONTENTS*

Introduction.....	4
ACCESSIBILITY SUPPORTS	
Smarter Balanced Mathematics & ELA.....	10
OAKS Online Science and Social Sciences	25
Extended Assessments	35
Kindergarten Assessments	42
English Language Proficiency Assessment.....	48
APPENDICES	
Appendix A: Grade 12 OAKS Retest.....	56
Appendix B: Guidelines for Signed Interpretation Support (For OAKS, Extended Assessment, and Kindergarten Assessment Only).....	75
Appendix C: Selection, Administration, and Evaluation of Accessibility Supports (STEPS and TEACHER TOOLS)	81
Appendix D: Oregon’s Accessibility Panel	107
Appendix E: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT.....	109
Appendix F: National Assessment Of Educational Progress (NAEP)	112
Appendix G: Accessibility Guidelines For Classroom Activities	123
Appendix H: Resources And Practices Comparison Crosswalk.....	125
Smarter Balanced Resources	132
INDEX	133

* If you click on one of the hyperlinked headings above, use the Alt+Left Arrow to return to the Table of Contents.

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 Language Learners (ELLs), students with disabilities, and ELLs 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) when needed based on the constructs being measured by the assessment.

This document was developed to guide the selection and administration of universal tools, designated supports, and accommodations—formerly known as allowable resources, restricted resources, and accommodations*, respectively, in prior Oregon Accommodation Manuals.

The information in this **Preliminary** Oregon Accessibility Manual applies to the 2014-2015 school year for Oregon's Statewide Assessments. These include:

- The Smarter Balanced Assessment (Smarter) in Mathematics and English Language Arts/Literacy (ELA);
- The Oregon Assessment of Knowledge and Skills (OAKS) in Science and Social Sciences;
- The Extended Assessments (XA) in Mathematics, Reading, Science, and Writing;
- The Kindergarten Assessment (KA); and
- The English Language Proficiency Assessment (ELPA)

Smarter's ELA and Mathematics assessments are based on the Common Core State Standards (CCSS). Thus, the universal tools, designated supports, and accommodations that are appropriate for these assessments may be different from those that were allowed in the prior OAKS ELA and Mathematics assessments. For Oregon's statewide assessments, districts and schools can only make available to students the universal tools, designated supports, and accommodations that are included in the OAM.

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.

* With the newly-adopted Smarter Usability, Accessibility, and Accommodations Guidelines, many of the supports that were considered "accommodations" in prior Oregon Accommodation Manuals, now fall under the category of "Designated Support" or "Accommodation" (reserved for students on IEPs and 504 plans only).

The OAM 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, English Language Learners teachers, 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 ELA and Mathematics statewide assessments, the Smarter Balanced Consortium has established a standing committee, including members from Governing States that review 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 States for review, input, and vote for approval.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations during administration of the Smarter assessments. The education specialist for statewide assessment accessibility supports will evaluate formal requests for unique accommodations and determine whether or not 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.

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 large-scale 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, OAKS, and ELPA) 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 computer administration system, whereas non-embedded resources are provided outside of that system. Oregon’s paper-based Extended and Kindergarten Assessments also support non-embedded resources.

Table 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

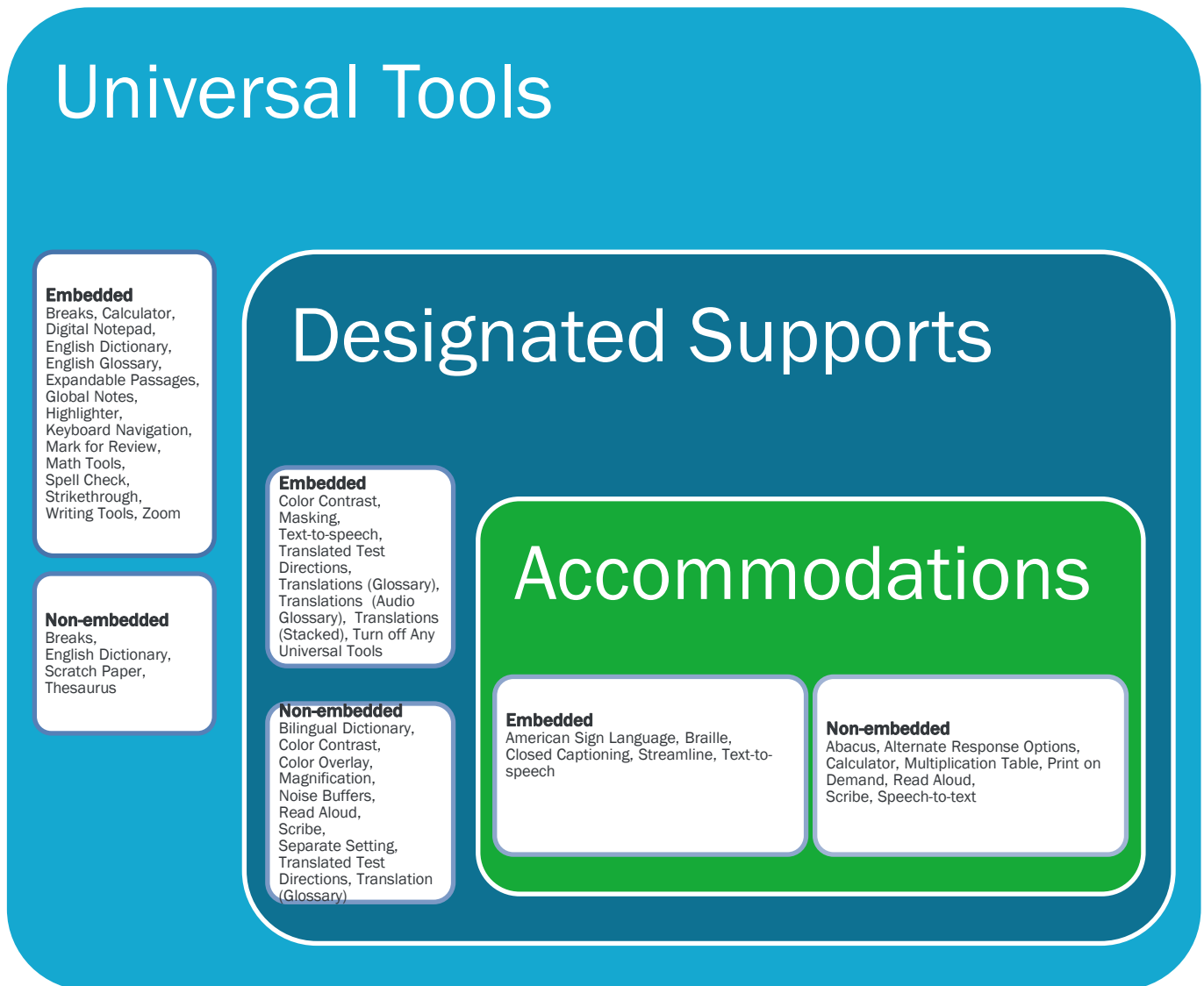
Type	Definition
	it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
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. Note: Unlike the accommodations policy in place for prior Oregon Statewide Assessments which made accommodations available for all students, beginning in 2014-15 statewide assessment accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment.

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 need is documented in an Individualized Education Program – IEP or 504 plan). It also portrays the interconnected nature of these three aspects. 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 documented the need for these. 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.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content target (see, for example, scribe). **Universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the Oregon Accessibility Manual.**

Also, as shown in Figure 1, for each category of assessment features – universal tools, designated supports, and accommodations – there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system or separate from it, respectively. District Administrators, District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations. **Embedded designated supports and accommodations must be set in the Test Information Distribution Engine (TIDE) prior to starting a test session.**

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual.



Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, or 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 that is 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 K) 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 <http://www.ode.state.or.us/news/announcements/announcement.aspx?=1701>.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

The Oregon Accessibility Manual (OAM) for Oregon's statewide assessment system is posted at: <http://www.ode.state.or.us/search/page/?=487>.

Please be sure to review the OAM thoroughly before test administration.

Accessibility Supports for Smarter Balanced Assessments

Table 1SB: Embedded Universal Tools

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See <i>Section 4.5 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 items only) (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 with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. 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 may be available for the full write portion of an ELA performance task, pending contractual discussions . 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 passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
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.

Accessibility Supports for Smarter Balanced Assessments

Table 1 SB: Embedded Universal Tools

Universal Tool	Description
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.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the <i>Smarter Balanced Item Specifications</i> indicate that one or more of these tools would be appropriate.
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 indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a 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	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.

Accessibility Supports for Smarter Balanced Assessments

Table 2 SB: Non-embedded Universal Tools

Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. 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 can 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.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A student can use an assistive technology device for scratch paper as long as the device is certified. ¹ CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.
Thesaurus (for ELA-performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. 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.

¹ Smarter Balanced is working closely with our test administration platform vendor to create a process through which assistive technology devices can be certified. Certification ensures that the device functions properly and appropriately addresses test security.

Table 3 SB: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Changing the default print size	To increase the default print size of the entire test (from 1.5X to 3.0X default size), 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.	

Accessibility Supports for Smarter Balanced Assessments

Table 3 SB: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color contrast	Enable students to adjust screen background or 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 support 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 color selections meet the student's needs.

Table 3 SB: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. 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. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Text-to-speech (for math items and ELA items, not for reading passages) ¹ (See Embedded Accommodations for ELA Reading passages)	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.	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.
Translated test directions (for math items)	Translation of test directions is a language support available prior to beginning the actual	Students who have limited English language skills can use the translated directions support. This support

¹ See Embedded Accommodations for guidelines on the use of Text-to-speech for ELA passages.

Accessibility Supports for Smarter Balanced Assessments

Table 3 SB: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
	test items. Students can see test directions in another language.	should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. 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 Language Learners (ELLs) or ELLs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments

Table 3 SB: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Translations (stacked) (for math items)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.	For students whose primary language is not English 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.
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	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.

Table 4 SB: Non-embedded Designated Supports

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. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. 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 contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.

Accessibility Supports for Smarter Balanced Assessments

Table 4 SB: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). 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) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.	Students used to viewing enlarged text or graphics, or navigation buttons 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 (State, district, or school provided)	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) 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.
Read aloud (for math items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA Reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <u>Guidelines for Read Aloud, Test Reader for Smarter Balanced Assessments</u> . All or portions of the 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

Accessibility Supports for Smarter Balanced Assessments

Table 4 SB: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
		repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments

Table 4 SB: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Scribe (for ELA non-writing items and math items) ² (See Accommodations for Writing)	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 <i>Smarter Balanced Test Administration Manual</i> .	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.
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	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. 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 (test administrator) when student requires it.
Translated test directions	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test

² See Accommodations for use of Scribe for Writing items

Accessibility Supports for Smarter Balanced Assessments

Table 4 SB: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
		administration manual 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.
Translations (glossaries) (for math items)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Table 5 SB: Embedded Accommodations

Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA Listening items and math items) (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.
Braille(A218)	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).	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. Refreshable braille is available only for ELA because Nemeth Code is not available via refreshable

Accessibility Supports for Smarter Balanced Assessments

Accommodation	Description	Recommendations for Use
	Contracted and non-contracted braille is available; Nemeth code is available for math.	braille. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. The type of braille presented to the student (contracted or non-contracted) is set in 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

Table 5 SB: Embedded Accommodations

Accommodation	Description	Recommendations for Use
Closed captioning (for ELA listening items) (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.
Streamline (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 passages) (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.	<p>This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).</p> <ul style="list-style-type: none"> • <u>For students in grades 3 - 5</u>, text-to-speech will not be an available accommodation. Content experts agree that this accommodation should not be provided during these grades because it would compromise the construct being measured. • <u>For students in grades 6 – 8 and 11</u>, text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. <p>Reports can be run to indicate the percent of students who had access to</p>

Accessibility Supports for Smarter Balanced Assessments

Table 5 SB: Embedded Accommodations

Accommodation	Description	Recommendations for Use
		<p>text-to-speech on reading test passages.</p> <p>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

Table 6 SB: Non-embedded Accommodations

Accommodation	Description	Recommendations for Use
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)	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)	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 will be available from Smarter Balanced for reference.	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on demand (A226)	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Accessibility Supports for Smarter Balanced Assessments

Table 6 SB: Non-embedded Accommodations

Accommodation	Description	Recommendations for Use
Read aloud (for ELA Reading passages, grades 6-8 and 11; blind students in grades 3-8 and 11 who do not yet have adequate braille skills) (A227)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> . All or portions of the content may be read aloud.	<p>This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).</p> <ul style="list-style-type: none"> • <u>For students in grades 3 - 5</u>, read aloud will not be an available accommodation. Content experts agree that this accommodation should not be provided during these grades because it would compromise the construct being measured. • <u>For students in grades 6 – 8 and 11</u>, read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. <p>Reports can be run to indicate the percent of students who had access to read aloud on reading test passages.</p> <p>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.</p>
Scribe (See Designated Supports for math and non-writing ELA) (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 <i>Smarter Balanced Test Administration Manual</i> .	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 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

Table 6 SB: Non-embedded Accommodations

Accommodation	Description	Recommendations for Use
Speech-to-text (A311)	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.	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 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.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 1 OAKS: Embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Calculators 	<ul style="list-style-type: none"> The embedded calculator is available for students to click on (access) in the testing system. Students at grade 5 are allowed to use a four-function calculator. Scientific calculators are recommended for use at grade 8 and high school. Students are allowed to use either the embedded calculator provided in the testing environment and/or one that they are familiar with and use on a regular basis (see Table 2 OAKS: Non-embedded universal tools).
<ul style="list-style-type: none"> Color overlay (blue or yellow) 	<ul style="list-style-type: none"> A tool to improve focus.
<ul style="list-style-type: none"> Highlighter 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Periodic Table 	<ul style="list-style-type: none"> For OAKS Science Only : All students are able to access the state approved online Periodic Table of the Elements.
<ul style="list-style-type: none"> Text-to-Speech 	<ul style="list-style-type: none"> 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. Districts may assign text-to-speech for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving text-to-speech have headsets that are functioning properly to ensure that it does not interfere with other students who are testing. For Science only: Text-to-speech is also available in Spanish for students taking the English-Spanish side-by-side test. 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.ode.state.or.us/search/page/?=391.
<ul style="list-style-type: none"> Zoom 	<ul style="list-style-type: none"> 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. Note: To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE) as a designated support, or set by the test administrator prior to the start of the test.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 2 OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Abacus 	<ul style="list-style-type: none"> This tool may be used in place of scratch paper for students who typically use an abacus.
<ul style="list-style-type: none"> Auditory amplification devices, hearing aids, noise buffers 	
<ul style="list-style-type: none"> Braille Transcription Guide 	<ul style="list-style-type: none"> For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student's Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.
<ul style="list-style-type: none"> Calculators 	<ul style="list-style-type: none"> 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). 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). 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 (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none"> Calendar 	<ul style="list-style-type: none"> For OAKS Science Only
<ul style="list-style-type: none"> Highlighter 	<ul style="list-style-type: none"> A tool for marking printed stimuli or items.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 2 OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Human-based read aloud 	<ul style="list-style-type: none"> Read science and social sciences items/stimuli and response choices aloud to the student by the test administrator.
<ul style="list-style-type: none"> Instruction clock with numbers 	<ul style="list-style-type: none"> For OAKS Science Only
<ul style="list-style-type: none"> Marker, pen, and pencil 	
<ul style="list-style-type: none"> Masks/markers 	<ul style="list-style-type: none"> A tool to limit distractions
<ul style="list-style-type: none"> OAKS Online keyboard navigation symbols 	<ul style="list-style-type: none"> Only the ODE-provided OAKS Online keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 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. For students who use Braille taking OAKS Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
<ul style="list-style-type: none"> Periodic Table 	<ul style="list-style-type: none"> For OAKS SCIENCE ONLY: the ODE-provided periodic table posted online at http://www.ode.state.or.us/search/page/?=2346 is allowed during the OAKS Science Assessment.
<ul style="list-style-type: none"> Posters 	<ul style="list-style-type: none"> 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”
<ul style="list-style-type: none"> Response aids (e.g., adaptive pencils, key guards, and skins) 	<ul style="list-style-type: none"> A tool for use on printed items
<ul style="list-style-type: none"> Rulers 	<ul style="list-style-type: none"> A tool used to measure length. The ruler can have both metric and English standard units on it.
<ul style="list-style-type: none"> Scratch paper 	<ul style="list-style-type: none"> Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> Stopwatch 	<ul style="list-style-type: none"> For OAKS Science Only
<ul style="list-style-type: none"> Student directions 	<ul style="list-style-type: none"> Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Science and OAKS Social Sciences Assessments. They should be made available to students at any grade in printed

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 2 OAKS: Non-embedded Universal Tools

Universal Tool	Description
	form, if requested. Note: this is in addition to the verbal directions included in the 2014-15 Test Administration Manual which must be read aloud to students verbatim.
<ul style="list-style-type: none"> Thermometers with numbers on scale 	<ul style="list-style-type: none"> For OAKS Science only
<ul style="list-style-type: none"> Transparent sheets (clear or tinted) 	<ul style="list-style-type: none"> A tool to protect test materials or to improve focus

Table 3 OAKS: Embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Administration of side-by-side Spanish/English version of the science and social sciences tests 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Printed test items and stimuli 	<ul style="list-style-type: none"> Printed test items should only be made available based on individual student need and will require the district to mark this as a designated support for each student individually in TIDE prior to test administration. See p. 12 for guidance on appropriately identifying students needing this restricted resource. All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may <u>not</u> keep printed test items for use during future testing events.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 4 OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Administration of side-by-side Spanish/English version of the mathematics, science, and social sciences tests 	<ul style="list-style-type: none"> 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 2014-15 Test Administration Manual.
<ul style="list-style-type: none"> Interpret directions orally 	<ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
<ul style="list-style-type: none"> Point to or dictate multiple-choice responses to a test administrator 	<ul style="list-style-type: none"> 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. ELLs may respond in English or language or 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.
<ul style="list-style-type: none"> Separate setting 	<ul style="list-style-type: none"> 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. 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 (test administrator) when student requires it.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 4 OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Simplify language in directions 	<ul style="list-style-type: none"> Before administering the OAKS, use the practice tests provided in the assessment system to assist students in understanding the format, language, and intent of test directions. If a student requests clarification during assessment, a test administrator (TA) or test technician (TT) may simplify language provided in directions by substituting a single word for a word the student does not understand.
<ul style="list-style-type: none"> Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator 	<ul style="list-style-type: none"> 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 an 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.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 4 OAKS: Non-embedded Designated Support

Designated Support	Description
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Technology assisted writing is accommodation designated support if the following features are disengaged: <ul style="list-style-type: none"> Formatting Grammar check Word prediction A student may use any technology device that serves as their primary mode of written communication.
<ul style="list-style-type: none"> Student retells stimulus to test administrator or educational assistant in his or her own words before responding to the multiple-choice items 	<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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 	

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 4 OAKS: Non-embedded Designated Support

Designated Support	Description
duplicated so that the context remains intact.	
<ul style="list-style-type: none"> Use of projection devices 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Visual magnification devices or software 	<ul style="list-style-type: none"> 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. <i>Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.</i>
<ul style="list-style-type: none"> Written translations of oral directions 	<ul style="list-style-type: none"> 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. Spanish translations of the student directions are available in the Test Administration Manual.
<ul style="list-style-type: none"> Written version of oral directions, including 	<ul style="list-style-type: none"> Students may be provided with the written version of the directions developed by ODE for each assessment, including

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 4 OAKS: Non-embedded Designated Support

Designated Support	Description
Braille	<p>Braille. ODE-provided student directions for each subject can be found online at:</p> <p>http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_science_0809.pdf</p> <p>http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_socialscience_0809.pdf</p> <ul style="list-style-type: none"> The Braille version of the directions can be acquired through OTMC (Oregon Textbook and Media Center)

Table 5 OAKS: Embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (A218) 	<ul style="list-style-type: none"> 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 2014-15 Test Administration Manual posted at http://www.ode.state.or.us/go/tam.
<ul style="list-style-type: none"> Exclusion of machine-scored graphic response items 	<ul style="list-style-type: none"> Exclusion of machine-scored graphic response items may only be set for individual students and will require the district to mark this as a designated support for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration. <ul style="list-style-type: none"> Prior to the start of testing, districts should consider whether to exclude machine-scored graphic response items for: <ul style="list-style-type: none"> Students who require access to printed test items due either to visual impairments or a condition that makes looking at a computer screen difficult Students who may be able to look at fixed objects on a computer screen but experience difficulties looking at moving objects on a computer screen or Students who require assistance from a TA to manipulate the mouse This must be done prior to administering an operational test, as this item type cannot be excluded from a test that is already in progress.

Accessibility Supports for OAKS Science and Social Sciences Assessments

Table 6 OAKS: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Sign directions (A102) 	<ul style="list-style-type: none"> 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; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions. The verbatim student directions for OAKS Online Science assessments are located in the Test Administration Manual. <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p> <p>**This note is not applicable to Oregon's Extended Assessment.</p>
<ul style="list-style-type: none"> Sign science and social sciences 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) 	<ul style="list-style-type: none"> 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. 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>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> • Abacus 	<p>This tool may be used in place of scratch paper for students who typically use an abacus.</p>
<ul style="list-style-type: none"> • Auditory amplification devices, hearing aids, noise buffers 	
<ul style="list-style-type: none"> • Breaks 	<ul style="list-style-type: none"> • The Extended Assessment is administered during a long test window that allows for students to participate flexibly at times during the school day that are best for them. Breaks may be given after completion of any given item. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The Qualified Assessor (QA) resumes testing with the next item when feasible. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
<ul style="list-style-type: none"> • Calculators 	<ul style="list-style-type: none"> • Calculators are allowed for all students in all grades at all times. 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). • Calculators used during testing should be those used during instruction so they are familiar to the students. • Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed. • Calculators cannot be shared between students during testing. Each student will need to use their own calculator. • 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 accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none"> • Highlighter 	<ul style="list-style-type: none"> • A tool for marking desired text, item questions, item answers, or parts of these with a color.

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Manipulatives 	<ul style="list-style-type: none"> They should be made available to all students at all grades, if requested. <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 Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students. Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. Manipulatives must be available in the test environment where students may get them if they choose to use them. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text).

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

Universal Tool	Description
	<ul style="list-style-type: none"> Students are not to work with manipulatives in concert with other students. Students are not to be coached as to which manipulatives to use.
<ul style="list-style-type: none"> Marker, pen, and pencil 	
<ul style="list-style-type: none"> Masks/markers 	<ul style="list-style-type: none"> A tool to limit distractions
<ul style="list-style-type: none"> Posters 	<ul style="list-style-type: none"> A tool offering students encouragement or inspiration without any specific content related to the Social Sciences content standards, for example: <ul style="list-style-type: none"> “Believe in Yourself” “Set your dreams high”
<ul style="list-style-type: none"> Response aids (e.g., adaptive pencils, key guards, and skins) 	<ul style="list-style-type: none"> A tool for use on printed items
<ul style="list-style-type: none"> Rulers 	<ul style="list-style-type: none"> A tool used to measure length. The ruler can have both metric and English standard units on it.
<ul style="list-style-type: none"> Scratch paper 	<ul style="list-style-type: none"> Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> Thermometers with numbers on scale 	
<ul style="list-style-type: none"> Transparent sheets (clear or tinted) 	<ul style="list-style-type: none"> A tool to protect test materials or to improve focus

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Color overlays 	<ul style="list-style-type: none"> Color transparencies are placed over a paper-based assessment.
<ul style="list-style-type: none"> Enlarged print 	<ul style="list-style-type: none"> 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.

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Human-based read-aloud. 	<ul style="list-style-type: none"> 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, 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 Designates Support must be provided individually and typically requires a separate setting. 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. QAs must: <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
<ul style="list-style-type: none"> Interpret directions orally 	<ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, 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.
<ul style="list-style-type: none"> Point to or dictate multiple-choice responses to a test administrator 	<ul style="list-style-type: none"> A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a pencil, 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.
<ul style="list-style-type: none"> Separate setting 	<ul style="list-style-type: none"> 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. The separate setting may

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
	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 (test administrator) when student requires it.
<ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Technology assisted writing is an designated support if the following features are disengaged: <ul style="list-style-type: none"> Formatting Grammar check Word prediction A student may use any technology device that serves as their primary mode of written communication.
<ul style="list-style-type: none"> Student reads test aloud or sub-vocalizes text to listener or self 	<ul style="list-style-type: none"> 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. 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.
<ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease 	<ul style="list-style-type: none"> 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

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
opportunity for movement, provide position assistance, provide adaptive equipment/ furniture)	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.
<ul style="list-style-type: none"> Use of projection devices 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Visual magnification devices or software 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Written translations of oral directions 	<ul style="list-style-type: none"> In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
	written translation, including Braille.

Table 3 XA: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Braille(A221) 	<p>A raised-dot code that individuals read with the fingertips. Contracted and uncontracted braille versions of the Extended Assessments are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://www.ode.state.or.us/search/results/?id=178). In addition, students are allowed to use a Brailler, or any appropriate expressive communication system, to generate responses as needed.</p>
<ul style="list-style-type: none"> Alternate response options (A302) 	<ul style="list-style-type: none"> Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 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>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>
<ul style="list-style-type: none"> 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) 	

Accessibility Supports for Kindergarten Assessment

Table 1KA: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Auditory amplification devices, hearing aids, noise buffers 	
<ul style="list-style-type: none"> Highlighter 	<ul style="list-style-type: none"> A tool for marking desired text, item questions, item answers, or parts of these with a color.
<ul style="list-style-type: none"> Markers/guides to limit distractions 	
<ul style="list-style-type: none"> Marker, pen, and pencil 	
<ul style="list-style-type: none"> Stopwatch or timer 	
<ul style="list-style-type: none"> Transparent sheets (clear or tinted) to protect test materials or to improve focus 	

Table 2KA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Administer at a time of day most beneficial to the student 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Administration of side-by-side Spanish**-English mathematics test 	<ul style="list-style-type: none"> Administration of all non-English versions of the statewide assessment must be implemented in accordance with the accessibility supports guidelines provided in this manual as well as in accordance with guidance provided for the relevant subject area in the Test Administration Manual.
<ul style="list-style-type: none"> Simplify language in directions 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator 	<ul style="list-style-type: none"> 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 listener, the listener is to remain neutral and may provide no feedback or indication or correctness or incorrectness on the student's part.

Accessibility Supports for Kindergarten Assessment

Table 2KA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode 	
<ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) 	
<ul style="list-style-type: none"> Test an individual student in a separate location 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. 	

Accessibility Supports for Kindergarten Assessment

Table 2KA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none">• Use of projection devices	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Use of sensory supports or interventions to allow students to attend to task	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Visual magnification devices	<ul style="list-style-type: none">• 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

Table 3 KA: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Access tests using uncontracted or contracted embossed Braille format (A221) 	
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> For mathematics, 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) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Interpret directions orally (A103) 	<ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.

Accessibility Supports for Kindergarten Assessment

Table 3 KA: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> A local translator 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. (A107) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Make a verbatim audio recording of side-by-side tests in English-Spanish** (A205) 	<ul style="list-style-type: none"> Students may be provided with a locally produced verbatim recording of current side-by-side translated assessments (with the exception of reading/literature (K&S) and, Early Literacy (KA). When using audio recordings of side-by-side Spanish/English 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.
<ul style="list-style-type: none"> Sign directions (A102) 	<ul style="list-style-type: none"> 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; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions. The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual; verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself. <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>

Accessibility Supports for Kindergarten Assessment

Table 3 KA: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Sign mathematics (not Early Literacy) 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 581.015.2035. (A219) 	<ul style="list-style-type: none"> 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. 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>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>
<ul style="list-style-type: none"> Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310) 	<ul style="list-style-type: none"> Students may sign their responses to a qualified sign language interpreter. In order to complete the timed, Reading portion of the assessment, it is recommended that there be two qualified sign language interpreters (one to read the student's response and one to record the response) to prevent a time delay in the administration of the assessment to the student. <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</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.

Accessibility Supports for English Language Proficiency Assessment

Table 1 ELPA: Embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none">• Breaks	<ul style="list-style-type: none">• The number of items per session can be flexibly defined based on the student's need. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
<ul style="list-style-type: none">• Color overlay (blue or yellow)	<ul style="list-style-type: none">• A tool to improve focus.
<ul style="list-style-type: none">• Highlighter	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Keyboard navigation	<ul style="list-style-type: none">• Navigation throughout text can be accomplished by using a keyboard.
<ul style="list-style-type: none">• Mark for review	<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Zoom	<ul style="list-style-type: none">• 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. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE, or state's comparable platform), or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for English Language Proficiency Assessment

Table 2 ELPA: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> • Auditory amplification devices, hearing aids, noise buffers 	
<ul style="list-style-type: none"> • ELPA keyboard navigation symbols 	<ul style="list-style-type: none"> • Only the ODE-provided ELPA keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the ELPA. They should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> • ELPA Scoring Rubrics for hand-scored items 	<ul style="list-style-type: none"> • Only the Official ELPA Scoring Rubrics for Short Speaking Response, Speaking Extended Response, and Writing Extended Response found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the ELPA. They should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> • Headset 	
<ul style="list-style-type: none"> • Highlighter 	<ul style="list-style-type: none"> • A tool for marking desired text, item questions, item answers, or parts of these with a color.
<ul style="list-style-type: none"> • Marker, pen, and pencil 	
<ul style="list-style-type: none"> • Masks/markers 	<ul style="list-style-type: none"> • A tool to limit distractions
<ul style="list-style-type: none"> • Printed reading passages 	<ul style="list-style-type: none"> • Consistent with the prohibition of student coaching and leading students through instructional strategies, students must initiate the request to print reading passages from the online test. Test Administrators (TAs) may not prompt students to print reading passages. • All printed reading passages must be collected and securely shredded immediately following each testing event. Students may not keep printed reading passages for use during future testing events.
<ul style="list-style-type: none"> • Scratch paper 	<ul style="list-style-type: none"> • Scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> • Transparent sheets (clear or tinted) 	<ul style="list-style-type: none"> • A tool to protect test materials or to improve focus

Accessibility Supports for English Language Proficiency Assessment

Table 3 ELPA: Embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Changing the default print size 	<ul style="list-style-type: none"> To increase the default print size of the entire test (from 1.5X to 3.0X default size), 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.

Table 4 ELPA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Interpret directions orally 	<ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
<ul style="list-style-type: none"> Point to or dictate multiple-choice responses to a test administrator (in English or language of origin**) 	<ul style="list-style-type: none"> 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. ELLs 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. (cf. Table 18 of the Test Administration Manual).
<ul style="list-style-type: none"> Assistive mouse usage for audio and playback, without specific student request 	<ul style="list-style-type: none"> The nature of a student's disability may require that the Test Administrator initiate the clicking of all audio icons for the listening items and the clicking of the start/stop/playback keys for the student on the speaking items.
<ul style="list-style-type: none"> Separate setting 	<ul style="list-style-type: none"> 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. 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 (test administrator) when student requires it.
<ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to him/herself 	<ul style="list-style-type: none"> 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

Accessibility Supports for English Language Proficiency Assessment

Designated Support	Description
or to a neutral test administrator	<p>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.</p> <ul style="list-style-type: none">• 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. 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.

Accessibility Supports for English Language Proficiency Assessment

Table 4 ELPA: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing, typewriter, or other assistive technology). Technology assisted writing is a designated support if the following features are disengaged: <ul style="list-style-type: none"> Formatting Spell check Grammar check Word prediction Function keys (combination key strokes and the technology that enters text for the writer) may not be used.
<ul style="list-style-type: none"> Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items 	<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Test a small group of students in a separate, but familiar location 	<ul style="list-style-type: none"> A small group of four or five students who require the same type and level of designated support may be accommodated as a group. This type of grouping may include students from multiple grades. A test administrator must be present when students are being assessed in small groups.
<ul style="list-style-type: none"> Use of projection 	<ul style="list-style-type: none"> This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of

Accessibility Supports for English Language Proficiency Assessment

Table 4 ELPA: Non-embedded Designated Supports

Designated Support	Description
devices	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
<ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Visual magnification devices or software 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Written translations** of oral directions 	<ul style="list-style-type: none"> 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. Spanish translations for the ELPA are available in the Test Administration Manual.

** 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.

Accessibility Supports for English Language Proficiency Assessment

Table 5ELPA: Embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none">• Exclusion of ELPA domain (A229)	<ul style="list-style-type: none">• Exclusion of an ELPA 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.

Table 6ELPA: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none">• Sign directions (A102)	<ul style="list-style-type: none">• For all assessments, directions that are 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; (2) Any information in the body of an item is considered part of that item and may not be signed as directions.• The verbatim student directions for the ELPA is located in the Test Administration Manual. <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>

APPENDICES

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table A OAKS: Embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Calculators 	<ul style="list-style-type: none"> Calculators are allowed for all students in all grades at all times. 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). Calculators used during testing should be those used during instruction so they are familiar to the students. (On-screen calculators are accessible through the OAKS student interface during the test, and are also available for students to use during classroom instructional activities at http://www.ode.state.or.us/search/page/?id=441) Calculators with keyboards, communication functionality, and/or symbolic algebra 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. 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 accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none"> Color overlay (blue or yellow) (not available for OAKS Mathematics) 	<ul style="list-style-type: none"> A tool to improve focus.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table A OAKS: Embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> • Highlighter 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Zoom 	<ul style="list-style-type: none"> • 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..

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> • Abacus 	<ul style="list-style-type: none"> • This tool may be used in place of scratch paper for students who typically use an abacus.
<ul style="list-style-type: none"> • Auditory amplification devices, hearing aids, noise buffers 	
<ul style="list-style-type: none"> • Braille Transcription Guide 	<ul style="list-style-type: none"> • For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student's Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.
<ul style="list-style-type: none"> • Braille versions of test. 	<ul style="list-style-type: none"> • For Writing Performance Assessment only

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Calculators 	<ul style="list-style-type: none"> Calculators are allowed for all students in all grades at all times. 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). Calculators used during testing should be those used during instruction so they are familiar to the students. (On-screen calculators are accessible through the OAKS student interface during the test, and are also available for students to use during classroom instructional activities at http://www.ode.state.or.us/search/page/?id=441) Calculators with keyboards, communication functionality, and/or symbolic algebra 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. 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 accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none"> Calendar with text 	
<ul style="list-style-type: none"> Colored pencils 	<ul style="list-style-type: none"> For Writing Performance Assessment only
<ul style="list-style-type: none"> Computer/word processor 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Word processing applications used during testing should be those used during instruction so they are familiar to the students. Automatic grammar checks must be disabled. Students in high school may use a spell check feature that identifies potential spelling errors throughout a document.
<ul style="list-style-type: none"> Correction fluid (“white-out”); correction tape 	<ul style="list-style-type: none"> For Writing Performance Assessment only

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Electronic spellchecker 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Students in high school taking the paper-based Writing assessment may use a spell checker on an entire document. Students are no longer restricted to spellcheckers that check spelling at the individual word level only. For students in high school taking the Online Writing assessment, students may use the spell check feature available through the test delivery system.
<ul style="list-style-type: none"> Formula & conversion sheets. 	<ul style="list-style-type: none"> For OAKS Mathematics Assessment only: <ul style="list-style-type: none"> Only the formulas and conversion sheets are posted online at http://www.ode.state.or.us/search/page/?=2346 are allowed. They should be made available to all students at all grades in printed form, if requested.
<ul style="list-style-type: none"> Graphic organizers 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Only the ODE-provided graphic organizers found online at http://www.ode.state.or.us/search/page/?=2346 are allowed. They should be made available to students at any grade in printed form, if requested. Students may re-create the content of a graphic organizer commonly used in their writing instruction on a blank piece of paper as long as it is done without the coaching or direction of the test administrator.
<ul style="list-style-type: none"> Guide to Revision 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Only the ODE-provided Guide to Revision found online at http://www.ode.state.or.us/search/page/?=2346 is allowed. It should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> Highlighter 	<ul style="list-style-type: none"> A tool for marking printed stimuli or items.
<ul style="list-style-type: none"> Hundreds chart (must not exceed 100) 	
<ul style="list-style-type: none"> Instructional clocks with numbers 	

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
<ul style="list-style-type: none"> Keyboard navigation symbols 	<ul style="list-style-type: none"> Only the ODE-provided OAKS Online keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Mathematics, OAKS Reading, and Writing Performance Assessments. They should be made available to students at any grade in printed form, if requested. For students who use Braille taking OAKS Mathematics and Reading Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
<ul style="list-style-type: none"> Lists of common transitions/transitional phrases. 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> The list must be created before test administration begins. The list must not include examples (i.e., as used in a sentence) or definitions (i.e., “These transitions show a contrast between ideas in your writing”).
<ul style="list-style-type: none"> Manipulatives 	<ul style="list-style-type: none"> They should be made available to all students at all grades, if requested. <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

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
	<ul style="list-style-type: none"> ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets • Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students. • Manipulatives are available to help students think, not to give them answers. • Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. • Manipulatives must be available in the test environment where students may get them if they choose to use them. • Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). • Students are not to work with manipulatives in concert with other students. • Students are not to be coached as to which manipulatives to use.
• Marker, pen, and pencil	
• Masks/markers	• A tool to limit distractions
• Multiplication table (up to 12 x 12)	• For OAKS Mathematics Assessment only
• Number line (may be unmarked or with integers)	• For Writing Performance Assessment only
• Posters	<ul style="list-style-type: none"> • 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” • For Writing Performance Assessment, posters can also include: <ul style="list-style-type: none"> ○ Posters/wall charts describing the writing process or defining the writing traits. ○ Posters/wall charts relating to the writing process must only include the following text verbatim: <ul style="list-style-type: none"> ▪ Step 1: Pre-write/Brainstorm ▪ Step 2: Rough Draft

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
	<ul style="list-style-type: none"> ▪ Step 3: Revise ▪ Step 4: Proofread ▪ Step 5: Publish ○ Posters/wall charts defining the writing traits must only include definitions and must not include specific examples.
<ul style="list-style-type: none"> • Printed OAKS Reading Assessment passages 	<ul style="list-style-type: none"> • Consistent with the prohibition of student coaching and leading students through instructional strategies, students must initiate the request to print reading passages from the online test. Test Administrators (TAs) may not prompt students to print reading passages. • All printed reading passages must be collected and securely shredded immediately following each testing event. Students may not keep printed reading passages for use during future testing events.
<ul style="list-style-type: none"> • Protractors and compasses 	
<ul style="list-style-type: none"> • Read prompts aloud to student 	<ul style="list-style-type: none"> • For Writing Performance Assessment only <ul style="list-style-type: none"> ○ Prompts must be read word-for-word without extra explanations or interpretations that are unavailable to other students. To avoid distracting others, other accommodations may need to be used in implementing read aloud to a small group (e.g., separate setting).
<ul style="list-style-type: none"> • Record and play-back think-aloud or written responses 	<ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ A student may record his or her response to the prompt into a recording device and play it back as s/he constructs her/his written text. A student may also use a recording device to read and listen to her/his completed response for editing purposes. 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.
<ul style="list-style-type: none"> • Respond in Braille 	<ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ Students responding in Braille should be monitored by individuals knowledgeable in Braille technology. When students are accessing the assessment using additional writing technology, the following features must be disengaged: <ul style="list-style-type: none"> ▪ Formatting ▪ Spell check – High school students taking the Writing Assessment may use spell check for entire sentences or

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
	<p>paragraphs to identify multiple potential spelling errors throughout a document; this does not apply to the ELPA (11/1/10)</p> <ul style="list-style-type: none"> ▪ Grammar check ▪ Word prediction <ul style="list-style-type: none"> ○ Any additional Braille pages or the Braille printout associated with the assessment must be attached securely to the assessment. See administration manual for instructions on mailing Braille materials.
<ul style="list-style-type: none"> • Response aids (e.g., adaptive pencils, key guards, and skins) 	<ul style="list-style-type: none"> • A tool for use on printed items
<ul style="list-style-type: none"> • Rulers, yard sticks, meter sticks, and tape measures 	
<ul style="list-style-type: none"> • Scratch paper 	<ul style="list-style-type: none"> • Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> • Spelling list 	<ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ Teacher-provided spelling list. ○ The list must be created before test administration begins. ○ Once an assessment has begun, only the student may add additional words that the student looks up independently in the dictionary. ○ Once an assessment has begun, test administrators may not advise students to add specific words.
<ul style="list-style-type: none"> • Student directions 	<ul style="list-style-type: none"> • For OAKS Mathematics Assessment only: <ul style="list-style-type: none"> ○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed. 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 2014-15 TAM which must be read aloud to students verbatim. ○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Reading Assessment. They should be made available to students at any grade in printed form, if

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table B OAKS: Non-embedded Universal Tools

Universal Tool	Description
	<p>requested. Note: this is in addition to the verbal directions included in Appendix B which must be read aloud to students verbatim.</p> <ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed. 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 2014-15 TAM which must be read aloud to students verbatim.
<ul style="list-style-type: none"> • Synonym provided for unknown word in prompt if requested by student 	<ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ At the student's request, a test administrator may provide a single synonym for any word in the prompt that the student does not know or recognize. A test administrator must not provide extensive definitions or extended clarifications of words. For example, the word "rug" may be substituted for "carpet"; however, further description or interpretation of the tested concept is prohibited.
<ul style="list-style-type: none"> • Templates with unlabeled shapes 	
<ul style="list-style-type: none"> • Thermometers with numbers on scale 	
<ul style="list-style-type: none"> • Translated Math terms 	<ul style="list-style-type: none"> • For OAKS Mathematics Assessment only: <ul style="list-style-type: none"> ○ Only the translated math terms posted online at http://www.ode.state.or.us/search/page/?=2346 are allowed. They should be made available to all students at all grades in printed form, if requested.
<ul style="list-style-type: none"> • Transparent sheets (clear or tinted) 	<ul style="list-style-type: none"> • A tool to protect test materials or to improve focus
<ul style="list-style-type: none"> • Writing Scoring Guide 	<ul style="list-style-type: none"> • For Writing Performance Assessment only: <ul style="list-style-type: none"> ○ Only the Official State Writing Scoring Guide or the grade-specific student language versions of the Writing Scoring Guide found online at http://www.ode.state.or.us/search/page/?=2346 are allowed. They should be made available to students at any grade in printed form, if requested.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table C OAKS: Embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Printed test items and stimuli 	<ul style="list-style-type: none"> Printed test items should only be made available based on individual student need and will require the district to mark this as a designated support for each student individually in TIDE prior to test administration. All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may <u>not</u> keep printed test items for use during future testing events.
<ul style="list-style-type: none"> Text-to-speech 	<ul style="list-style-type: none"> Text-to-speech is available in English for students testing in English and in Spanish for students taking the English-Spanish side-by-side test. 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.ode.state.or.us/search/page/?=391. Districts may assign text-to-speech for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving text-to-speech have headsets that are functioning properly to ensure that the read-aloud does not interfere with other students who are testing

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Administration of side-by-side Spanish/English version of the mathematics test 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Administration of the Spanish/English writing prompts 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Administration of all non-English versions of the statewide assessment must be implemented in accordance with accessibility supports guidelines as provided in the Test Administration Manual.
<ul style="list-style-type: none"> Electronic word-for-word, text-to-voice scanning of assessment prompts, for example, 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> For students participating in the paper and pencil administration: <ul style="list-style-type: none"> Any software and equipment designed to scan and

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Designated Support	Description
computer reads prompts aloud to student	read text should be administered in accordance with other read-aloud guidance. Test administrators should be familiar with the software or technology associated with this support.
<ul style="list-style-type: none"> Human-based read aloud 	<ul style="list-style-type: none"> For OAKS Mathematics Assessment only: <ul style="list-style-type: none"> Only the ODE-provided math read-aloud handout found online at http://www.ode.state.or.us/search/page/?=2346 is allowed. This may be made available to students receiving the read-aloud support at any grade in printed form, if requested. Note: this handout uses student-friendly language to describe the process for administering the math read-aloud support. Complete guidance on the math read-aloud support is available at http://www.ode.state.or.us/search/page/?id=487
<ul style="list-style-type: none"> Interpret directions orally 	<ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
<ul style="list-style-type: none"> Point to or dictate multiple-choice responses to a test administrator 	<ul style="list-style-type: none"> 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. ELLs 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.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none">• Separate setting	<ul style="list-style-type: none">• 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. 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 (test administrator) when student requires it.
<ul style="list-style-type: none">• Simplify language in directions	<ul style="list-style-type: none">• Before administering the OAKS, use the practice tests provided in the assessment system to assist students in understanding the format, language, and intent of test directions. If a student requests clarification during assessment, a test administrator (TA) or test technician (TT) may simplify language provided in directions by substituting a single word for a word the student does not understand.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator 	<ul style="list-style-type: none"> 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 an 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.
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Technology assisted writing is accommodation designated support if the following features are disengaged: <ul style="list-style-type: none"> Formatting Grammar check Word prediction A student may use any technology device that serves as their primary mode of written communication.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Student retells reading passage to test administrator or educational assistant in his or her own words before responding to the multiple-choice items 	<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. 	

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Use of projection devices 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task 	<ul style="list-style-type: none"> 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. <i>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.</i>
<ul style="list-style-type: none"> Visual magnification devices or software 	<ul style="list-style-type: none"> 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. <i>Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.</i>
<ul style="list-style-type: none"> Written translations of oral directions 	<ul style="list-style-type: none"> 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.

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table D OAKS: Non-embedded Designated Supports

Designated Support	Description
<ul style="list-style-type: none"> Written translation of the Writing prompt 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Local interpreter may provide written translation of the writing prompt in a student's native language. This must be in a language for which the state does not already provide translation. Consistent with any administration, the prompt may be read aloud to the student in both English and the translated language. Translations must be written in advance and will become secure materials. Translated materials will fall under the same security parameters as all other secure test materials. Any individual (or group of individuals) tasked to translate writing prompts may not engage in any review, discussion, or analysis of the prompt before, during, or after testing with either students or other adults. Any individual tasked to translate writing prompts must be endorsed and employed/contracted by the district, consistent with school board policy. Any individual tasked to translate writing prompts must have signed a test security assurance form and must participate in district security training for the current school year.
<ul style="list-style-type: none"> Written version of oral directions, including Braille 	<ul style="list-style-type: none"> Students may be provided with the written version of the directions developed by ODE for each assessment, including Braille. ODE-provided student directions for each subject can be found online at: <ul style="list-style-type: none"> http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studntdirections_math_0809.pdf http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studntdirections_reading_0809.pdf http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studntdirections_writing_0809.pdf The Braille version can be acquired through OTMC (Oregon Textbook and Media Center)

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Table E OAKS: Embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (A218) 	<ul style="list-style-type: none"> 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 the 2014-15 Test Administration Manual posted at http://www.ode.state.or.us/go/tam.
<ul style="list-style-type: none"> Exclusion of machine-scored graphic response items 	<ul style="list-style-type: none"> Exclusion of machine-scored graphic response items may only be set for individual students and will require the district to mark this as a designated support for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration. The OAKS Mathematics Assessment include machine-scored graphic response items operationally; these items will count toward a student's score. Prior to operational testing, districts should ensure that all students have an opportunity to familiarize themselves with the format of the machine scored graphic response items using either the practice test or the machine-scored graphic response item tutorial available through the OAKS Portal. If the student is unable to interact with the machine-scored graphic response items on the practice test, the district may exclude this item type for that student in TIDE as a restricted resource. For students on an IEP or 504 Plan, the Plan must explicitly indicate this as a restricted resource. For students not on an IEP or 504 Plan, the district must otherwise document the individual student's need prior to setting this restricted resource for the student. Prior to the start of testing, districts should consider whether to exclude machine-scored graphic response items for: <ul style="list-style-type: none"> students who require access to printed test items due either to visual impairments or a condition that makes looking at a computer screen difficult students who may be able to look at fixed objects on a computer screen but experience difficulties looking at moving objects on a computer screen or students who require assistance from a TA to manipulate the

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

	<p style="text-align: center;">mouse</p> <p>This must be done prior to administering an operational test, as this item type cannot be excluded from a test that is already in progress.</p>
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Table F OAKS: Non-embedded Accommodations

Accommodation	Description
<ul style="list-style-type: none"> Braille versions of test. (A202) 	<ul style="list-style-type: none"> For Writing Performance Assessment only
<ul style="list-style-type: none"> Sign directions (A102) 	<ul style="list-style-type: none"> 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; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions. <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>
<ul style="list-style-type: none"> Sign mathematics, science, and social sciences (not Reading) 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) 	<ul style="list-style-type: none"> This Designated Support 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. 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>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>
<ul style="list-style-type: none"> Sign*Writing prompts (A207) 	<ul style="list-style-type: none"> For Writing Performance Assessment only: <ul style="list-style-type: none"> Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words. <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>

** The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the*

Appendix A: Grade 12 Only: OAKS (Reading, Math, Writing) Accessibility Supports

Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

*** 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.*

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

Signed interpretation of OAKS assessments is an approved support for all content areas except Early Literacy (KA) and the ELPA. 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 OAKS assessments, as well as for the Extended Assessment, the Kindergarten Assessment and the ELPA. The verbatim student directions for OAKS Online Science and Social Sciences assessments are located in the Test Administration Manual and the verbatim student directions for the Kindergarten Assessment are embedded directly in the Assessor copy of the assessment itself. Sign Language interpretation of the Kindergarten Early Literacy and ELPA 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 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://orschools-ode-accomm.ziptrain.com>).
- 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://www.ode.state.or.us/search/page/?=2346>.

- Review Math and Science terminology (see “Resources” below)
- Use OAKS 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://orschools-ode-accomm.ziptrain.com>)
 - 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 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 the OAKS Extended Assessment, paper-based Writing Performance 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://www.ode.state.or.us/search/page/?=2346>) 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://www.ode.state.or.us/search/page/?id=487>
- **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://www.ode.state.or.us/search/page/?=2346>. Complete guidance on the math read-aloud support is available at <http://www.ode.state.or.us/search/page/?id=487>
- 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://orschools-ode-accomm.ziptrain.com>).
 - 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://www.ode.state.or.us/search/page/?=486>

Accessibility Manual

<http://www.ode.state.or.us/search/page/?=487>

Math vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/translatedterms_english-spanish_2012.pdf

Math sample tests

<http://www.ode.state.or.us/search/page/?id=441>

Science Vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/sci_translated_terms_2013.pdf

Science sample tests

<http://www.ode.state.or.us/search/page/?id=444>

Social Sciences Vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/so_sci_translated_terms_2013.pdf

Social Sciences sample tests

<http://www.ode.state.or.us/search/page/?id=445>

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 Elementary and Secondary Education Act of 2001 (ESEA/NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Elementary and Secondary Education Act as reauthorized by No Child Left Behind Act 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. NCLB explicitly calls 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)].

One of the best reform principles of NCLB is stronger accountability for results for all students. Through this 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.

There are several critical elements in NCLB that hold schools accountable for educational results. 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 under NCLB 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 teams 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*" on the Oregon's Special Education Assessment website at: <http://www.ode.state.or.us/search/page/?id=2699>.

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.

OREGON'S ACADEMIC CONTENT STANDARDS

Oregon's Academic Content Standards can be found at the following websites:

WEBSITE REFERENCES	
Searchable Standards	http://www.ode.state.or.us/teachlearn/real/standards/
Standards Newspaper Online	http://www.ode.state.or.us/teachlearn/real/newspaper/
Oregon's Achievement Standards and Performance Level Indicators	http://www.ode.state.or.us/search/results/?id=223

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 Language 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 (For 2014-15 only)

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.

Oregon Department of Education (ODE) is in the process of revising the Standard Oregon IEP form to align with the most current Statewide Assessments. In preparation for the first Smarter Balanced administration during the 2014-2015 school year, ODE is offering guidance related to IEP development and documentation of accommodations. The following guidance pertains to the respective Statewide Assessments listed below:

- IEP teams will continue to utilize the Statewide Assessment page of the Standard Oregon IEP form to document the individual accommodations that are necessary to measure the academic achievement and functional performance of the child.

- **SMARTER BALANCED** – IEP teams will document the specific accommodations for Smarter Balanced in the last column of the Statewide Assessment page labeled “accommodations” in the appropriate rows labeled “Reading/Literature, Mathematics, and Writing”. For the Smarter Balanced assessment category of “Listening”, IEP teams will clearly identify ***any individual accommodations*** in the first row labeled “Reading/Literature”. IEP teams will not indicate “all appropriate and/or allowed accommodations”. This statement does not meet the requirement under IDEA which states “each student’s IEP must include a statement of ***any individual accommodations***”.
- **OAKS** (including ELPA, KA, Social Sciences) – IEP teams will continue to document ***any individual accommodations*** for the OAKS Social Sciences, ELPA and KA within the Present Levels of Academic Achievement and Functional Performance (PLAAFP). IEP teams will not state “all appropriate and/or allowed accommodations”. This does not meet the requirement under IDEA which states “each student’s IEP must include a statement of ***any individual accommodations***”. The IEP teams will document the assessment accommodations in a manner that is clear to any reader of the IEP during the Statewide Assessment process.
(ELPA=English Language Proficiency Assessment; KA=Kindergarten Assessment)
- **OAKS** (Science and Extended Assessment) – No changes at this time. The IEP teams continue to document ***any individual accommodations*** on the statewide assessment page.

The IEP team must ensure that the child’s current IEP lists ***any individual accommodations*** that are appropriate and provided on the Statewide Assessments. As districts conduct upcoming initial, annual, and 3 year re-evaluation IEPs, it is recommended that IEP teams begin documenting all accommodations following the guidance listed above. If an IEP has already been conducted and needs to be revised, then the IEP team can amend or change the IEP to identify ***any individual accommodations*** for each of the Statewide Assessments by following the allowable methods for changing an 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. <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/ISAAP-Tool.xlsm>).

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 2014-15 Test Administration Manual, available at: <http://www.ode.state.or.us/go/tam>.

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 2014-15 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 2014-15 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

student's responses in the standard manner?

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

Directions: Use these questions to guide discussion about selecting supports for instruction and assessment during a team meeting.

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 and assessment?

6. 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 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: _____	Special Education Teacher(s): _____ _____
Name of Assessment: _____	Building / School: _____
School Year: _____	

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

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 appear 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, and when would it be done?

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 that are 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 recommendations the Panel makes. The work of 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) and the meeting times are established and outlined by the Panel 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; however, 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 Language 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 impact 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 will be considered potential conflicts to effective membership.

Skills Sets

Twelve skill sets have been identified as fundamentally critical to the decisions made by this Panel. Panel members must collectively maintain these skills 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

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. 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 make a determination as to whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from Governing States), 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 or not 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.

On the following page, there is a form that must be used when suggesting a new accessibility support for the Accessibility Panel to consider. Please fill this form out 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://www.ode.state.or.us/search/page/?id=487> from the Assessment Accessibility Supports webpage.

Recommendation for Accessibility Support

Date Submitted: Name: _____ School District: _____ Phone: _____ Email: _____	
Recommended Accessibility Support:	
<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, math, science, writing, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title IA funds must participate in the biennial NAEP assessments of math and reading at grades 4 and 8.

From January 26 – March 6, 2015, NAEP will assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics to represent students throughout Oregon and the nation in mathematics, reading, and science paper-pencil assessments. In addition, some students at each tested grade level may be selected to participate in a study of technology-based assessments in mathematics, reading, and science.

Testing procedures and accommodations for NAEP administration are established by the National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education (ODE). This ensures that testing procedures are the same in every state to provide a common measure of student achievement.

In December, ODE will provide an optional WebEx training session for the staff members designated as the NAEP school coordinators at selected schools. This training session will support the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators work with 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 IEPs who participate in the state's alternate assessment, OAKS Extended, may be excluded from NAEP if appropriate.

ODE expects that most English Language Learners will be included in NAEP. According to National Assessment Governing Board policy, only students enrolled in U.S. schools for less than one full academic year before the current school year may be excluded if appropriate.

Since some students with disabilities and English language learners may require supports in order to access the assessment and to demonstrate their knowledge and skills, NAEP offers a variety of accommodations. However, 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 below for the NAEP Paper and Pencil assessments or the NAEP Technology-Based assessments to determine the allowable NAEP accommodations that each student with disabilities and each English language learner will need to access NAEP. The NAEP accommodations are listed in alphabetical order. If an accommodation 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 accommodation can be provided on NAEP.

NAEP 2015 PAPER AND PENCIL ASSESSMENTS
Accommodations For Students with Disabilities (SD)

NAEP Accommodations	NAEP Subject	NAEP Accommodation Description
Breaks during test	Mathematics, Reading, and Science	This accommodation requires that students be allowed to take breaks as requested or at predetermined intervals during the assessment. Students are also allowed to take the assessment in more than one sitting during a single day.
Calculator version of the test	Mathematics	NAEP has a mathematics calculator assessment booklet available for students whose IEPs or Section 504 Plans require a calculator for a mathematics assessment.
Cueing to stay on task	Mathematics, Reading, and Science	This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
Extended time	Mathematics, Reading, and Science	This accommodation requires that students be given extra time 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 (25 minutes per section).</i>
Large print version of the test	Mathematics, Reading, and Science	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.
Magnification equipment	Mathematics, Reading, and Science	This is a lens or system provided by the school that enhances visual function. 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.
Must have an aide administer the test	Mathematics, Reading, and Science	This accommodation requires that a school staff member familiar to individual students administer or be present during the session.
One-on-one	Mathematics, Reading, and Science	This accommodation requires that students are assessed individually in an area free of distractions.
Other (specify)	Mathematics, Reading, and Science	Any accommodations not listed above, including read aloud to self. Please contact Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or (503) 947-5836 to see if the accommodation can be provided on NAEP.
Presentation in Braille	Mathematics, Reading, and Science	This is a Braille version of the booklet.

NAEP Accommodations	NAEP Subject	NAEP Accommodation Description
Presentation in sign language	Mathematics and Science	<p>This accommodation requires that a qualified sign language interpreter provided by the school sign the instructions included in the session script and some or all of the test questions or answer choices for students. Presentation in Sign Language is not allowed for Reading passages or test questions.</p> <p><i>NOTE: If a student needs directions signed for Reading, please select "Other (specify)" and note the needed accommodation.</i></p>
Read aloud in English - Directions only	Mathematics, Reading, and Science	<p>For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this 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></p>
Read aloud in English – most or all	Mathematics and Science	<p>For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read aloud in English – most or all is not allowed for Reading.</p>
Read aloud in English – occasional	Mathematics and Science	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read aloud in English – occasional is not allowed for Reading.</p>
Responds orally to a scribe	Mathematics, Reading, and Science	<p>This accommodation requires that students respond orally or by pointing out their answers to a scribe provided by the school. The scribe then records student responses in the assessment booklet.</p>
Response in Braille	Mathematics, Reading, and Science	<p>This accommodation requires that visually impaired students record their answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school.</p>
Response in sign language	Mathematics, Reading, and Science	<p>This accommodation requires that hearing-impaired students sign their responses to a qualified sign language interpreter provided by the school who records the responses in the booklet.</p>
Small group	Mathematics, Reading, and Science	<p>Generally, a small group session includes no more than five students. Students can be assigned to a small group session because they require one, or because one or more of the accommodations they typically require must be administered in a separate session to minimize distractions to other students in the regular session.</p>

NAEP Accommodations	NAEP Subject	NAEP Accommodation Description
<p>Uses template/special equipment/preferential seating</p>	<p>Mathematics, Reading, and Science</p>	<p><u>Template:</u> This is a cutout or overlay provided by the school that is used to focus attention on one part of a page by obscuring other parts of the page.</p> <p><u>Writing Tool:</u> This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this 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 typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP and it will not be recorded as an accommodation.</i></p> <p><u>Responds Using a Computer or Typewriter:</u> This accommodation requires that students record their answers using a computer or typewriter provided by the school.</p> <p><u>Preferential Seating:</u> This accommodation requires that students sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that students can see or hear more easily. It may also include special light or furniture.</p>

NAEP PAPER AND PENCIL ASSESSMENTS
Accommodations For English Language Learner (ELL)

NAEP Accommodations	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definition in any language	Mathematics and Science	This is a hand-held 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.” Bilingual Dictionary Without Definition in Any Language is not allowed for Reading.
Breaks during test	Mathematics, Reading, and Science	This accommodation requires that students be allowed to take breaks as requested or at predetermined intervals during the assessment. Students are also allowed to take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
Extended time	Mathematics, Reading, and Science	This accommodation requires that students be given extra time 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 (25 minutes per section).</i>
General directions only read aloud in Spanish	Mathematics, Reading, and Science	This accommodation requires that the general session script instructions be read aloud in Spanish. Session script directions are the same for all students.
Must have an aide administer the test	Mathematics, Reading, and Science	This accommodation requires that a school staff member familiar to individual students administer or be present during the session.
One-on-one	Mathematics, Reading, and Science	This accommodation requires that students are assessed individually in an area free of distractions.
Other (specify)	Mathematics, Reading, and Science	Any accommodations not listed above, including read aloud to self or preferential seating. Please contact Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or (503) 947-5836 to see if the accommodation can be provided on NAEP.

NAEP Accommodations	NAEP Subject	NAEP Accommodation Description
Read Aloud in English - Directions Only	Mathematics, Reading, and Science	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' education plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as a required accommodation, 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	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read aloud in English – most or all is not allowed for Reading.
Read aloud in English – occasional	Mathematics and Science	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read aloud in English – occasional is not allowed for Reading.
Small group	Mathematics, Reading, and Science	Generally, a small group session includes no more than five students. Students can be assigned to a small group session because they require one, or because one or more of the accommodations they typically require must be administered in a separate session to minimize distractions to other students in the regular session.
Spanish/English version of the test	Mathematics and Science Only For Grades 4 and 8	NAEP has bilingual Spanish/English assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. Spanish/English version of the test is not allowed for Reading or for grade 12 Math or Science.
Test items read aloud in Spanish	Mathematics and Science Only For Grades 4 and 8	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use a bilingual Spanish/English assessment booklet (see “Spanish/English version of the test” accommodation). Test items read aloud in Spanish is not allowed for Reading or for grade 12 Math or Science.

NAEP TECHNOLOGY-BASED ASSESSMENTS

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

NAEP TECHNOLOGY-BASED ASSESSMENTS NAEP Universal Design Elements For All Students

NAEP Universal Design Elements	NAEP Subject	NAEP Universal Design Description
Closed Captioning	Mathematics, Reading, and Science	All voice-over narration is closed captioned.
Color Contrast	Mathematics and Science	Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. For Reading, Color Contrast is available only as an accommodation for visually-impaired students. <i>NOTE: This tool is not available for the tutorial, the scenario-based tasks, or any image/video content.</i>
Eliminating Capability	Mathematics, Reading, and Science	A tool for eliminating answer choices for multiple choice items, as appropriate. <i>NOTE: This tool is not available for the scenario-based tasks.</i>
One-on-one	Mathematics, Reading, and Science	Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read aloud and other accommodations will be provided through the tablet and will not distract other students in the room.
Scratchwork/ Highlighter Capability	Mathematics, Reading, and Science	A scratchwork/highlighter tool is available for short standalone items (e.g., multiple-choice and short constructed-response items). This tool contains an embedded pencil mode and highlighter mode. The tutorial explains how to do this and has full audio. <i>NOTE: This tool is not available for the scenario-based tasks.</i>
Small group	Mathematics, Reading, and Science	Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read aloud and other accommodations will be provided through the tablet and will not distract other students in the room.
Text-to-Speech (English) – Directions Only	Mathematics, Reading, and Science	General directions are read aloud to all students. Directions within the assessment can be read aloud using the text to speech function. The tutorial explains how to do this and has full audio.

NAEP Universal Design Elements	NAEP Subject	NAEP Universal Design Description
Text-to-Speech (English) – Occasional or Most or All	Mathematics and Science	Students select some or all text to be read aloud. The tutorial explains how to do this and has full audio. Text-to-Speech (English) – Occasional or Most or All is not allowed for Reading.
Use a computer/tablet to respond	Mathematics, Reading, and Science	All students respond on NAEP-provided tablets.
Volume Adjustment	Mathematics, Reading, and Science	Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet.
Zooming	Mathematics, Reading, and Science	Text size options are provided for short standalone items (e.g., multiple-choice and short constructed-response items) but not for the scenario-based tasks, which will be the standard 12-point font. For the short standalone items, students can change sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: This only enlarges the short standalone items, NOT the scenario-based tasks, tool icons, menus, etc.</i>

NAEP TECHNOLOGY-BASED ASSESSMENTS
Accommodations For Students with Disabilities (SD)

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Calculator version of the test	Mathematics	This accommodation provides a mathematics test form that permits the use of a calculator for students whose IEPs or Section 504 Plans require a calculator for a mathematics assessment. The calculator is an onscreen calculator provided as part of the assessment system. Calculator Version of the Test is not allowed for Reading or Science.
Color contrast for visually-impaired students	Reading Universal Design for Mathematics and Science	This accommodation provides a reading test form with black text on white background. <i>NOTE: This tool is not available for the tutorial, or any image/video content.</i>
Extended time	Mathematics, Reading, and Science	This accommodation requires that students be given extra time 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 (30 minutes per section).</i>

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Hearing impaired version of test	Mathematics, Reading, and Science	This accommodation provides a test form that has all auditory content closed captioned.
Low mobility version of test	Mathematics, Reading, and Science	This accommodation provides a test form with short standalone items that are keyboard navigable and do not require the use of the mouse or touch pad.
Magnification	Mathematics, Reading, and Science	For students requiring magnification of all assessment content, including tools, menus, and scenario-based tasks. Screen magnification software allows students to scroll over a portion of the screen to magnify the image on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i>

NAEP TECHNOLOGY-BASED ASSESSMENTS
Accommodations For Students with Disabilities (SD)

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Braille Version of the Test	Mathematics, Reading, and Science	This accommodation provides a paper-and-pencil Braille test form. <i>NOTE: If a student will respond in Braille, select "Other (specify)" and note the needed accommodation. The student will record answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school. If a student will use a scribe to record answers, select the "Responds Orally to a Scribe" accommodation.</i>
Breaks during test	Mathematics, Reading, and Science	This accommodation requires that students be allowed to take breaks as requested or at predetermined intervals during the assessment. Students are also allowed to take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
Must be tested in separate session	Mathematics, Reading, and Science	This accommodation requires that individual students be tested away from other students in a separate testing area.
Must have an aide present in the testing room	Mathematics, Reading, and Science	This accommodation requires that a school staff member familiar to individual students be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the technology based testing session.</i>
Other (specify)	Mathematics, Reading, and Science	Any accommodations not listed above, including read aloud to self. Please contact Beth LaDuca, NAEP State Coordinator at beth.laduca@state.or.us or (503) 947-5836 to see if the accommodation can be provided on NAEP.

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Presentation in sign language	Mathematics and Science	<p>This accommodation requires that a qualified sign language interpreter provided by the school sign the instructions included in the session script and some or all of the test questions or answer choices for students. Presentation in Sign Language is not allowed for Reading passages or test questions.</p> <p><i>NOTE: If a student needs directions signed for Reading, please select "Other (specify)" and note the needed accommodation.</i></p>
Responds orally to a scribe	Mathematics, Reading, and Science	<p>This accommodation requires that students respond orally to a scribe provided by the school or respond by pointing out their answers. The scribe then records the responses.</p>
Response in sign language	Mathematics, Reading, and Science	<p>This accommodation requires that hearing-impaired students sign their responses to a qualified sign language interpreter provided by the school who records the responses.</p>
Uses template/special equipment/preferential seating	Mathematics, Reading, and Science	<p><u>Template:</u> This is a cutout or overlay provided by the school that is used to focus attention on one part of a screen by obscuring the other parts of the screen.</p> <p><u>Study Carrel/Special Equipment:</u> This is a study carrel or portable screen provided by the school used to limit distractions for a student. Requires that students sit in a designated area for the assessment, such as away from other students to limit distractions, a location where there is access to special equipment or close to the front of the room so that a student can see or hear more easily. It may also include special light or furniture.</p> <p><u>Preferential Seating:</u> This accommodation requires that students sit in a designated area for the assessment, such as away from other students to limit distractions, a location where there is access to special equipment, or close to the front of the room so that students can see or hear more easily.</p>

NAEP TECHNOLOGY-BASED ASSESSMENTS
NAEP Accommodations for English Language Learners

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Extended time	Mathematics, Reading, and Science	<p>This accommodation requires that students be given extra time to complete the assessment.</p> <p><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 (30 minutes per section).</i></p>

NAEP TECHNOLOGY-BASED ASSESSMENTS
NAEP Accommodations for English Language Learners

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definition in any language	Mathematics and Science	This is a hand-held 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.” Bilingual Dictionary Without Definition in Any Language is not allowed for Reading.
Breaks during test	Mathematics, Reading, and Science	This accommodation requires that students be allowed to take breaks as requested or at predetermined intervals during the assessment. Students are also allowed to take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics, Reading, and Science	This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task.
Must be tested in separate session	Mathematics, Reading, and Science	This accommodation requires that individual students be tested away from other students in a separate testing area.
Must have an aide present in the testing room	Mathematics, Reading, and Science	This accommodation requires that a school staff member familiar to individual students be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the technology based testing session.</i>
Other (specify)	Mathematics, Reading, and Science	Any accommodations not listed above, including read aloud to self or preferential seating. Please contact Beth LaDuca, NAEP State Coordinator at beth.laduca@state.or.us or (503) 947-5836 to see if the accommodation can be provided on NAEP.

APPENDIX G: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 18 provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.

Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.

Teachers can read and reread aloud any text included in the Classroom Activity.

Teachers may employ assistive technologies that are typically available during instruction.

The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.

Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).

Teachers may employ more than one suggested strategy listed in the table below to meet student needs.

These strategies are not mutually exclusive.

Table 2: Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Visual Impairments	<p>Reading Materials: All materials that are required to be read by a student may be read aloud to the student.</p> <p>Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.</p> <p>Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.</p> <p>Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.</p>
Reading Impairments	<p>Reading Materials: All materials that are required to be read by students may be read aloud to the student.</p> <p>Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</p>

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Physical Impairments	<p>Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.</p> <p>Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.</p> <p>Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</p>
Hearing Impairments	<p>Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.</p> <p>Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.</p>
Expressive Language Impairments	<p>Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.</p>
English Learners	<p>Reading Materials: All materials that are required to be read by students may be read aloud to the student.</p> <p>Writing Activities: All activities that require the student to write may allow for an oral response.</p> <p>Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.</p> <p>Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.</p> <p>Activities Requiring Oral Responses: Oral responses may be provided in writing.</p> <p>Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.</p>
Separate Setting	<p>Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work.</p> <p>Activities between student(s) and an educator may be conducted online or via a telephone connection.</p> <p>All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.</p>

APPENDIX H: RESOURCES AND PRACTICES COMPARISON CROSSWALK

Smarter Balanced is committed to providing mathematics and English language arts/literacy (ELA) assessments that are accessible to all students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists the resources that are currently included in the *Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	Digital Notepad Global Notes Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	<p>A digital or physical tool for marking desired text with a color.</p> <p>Students use highlighters to distinguish useful/meaningful text when completing an assignment.</p> <p>Students can denote main ideas, supporting details, and conclusion.</p>
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students applying keyboarding skills using knowledge/skill of software	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.
7.	Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	Large-print texts or use of magnifying devices during instruction	<p>Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum.</p> <p>Students use computer screen enlargement to work in teams.</p>
8.	Mark for Review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	<p>Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading.</p> <p>Students can also circle steps within a mathematics problem to revisit or ask questions.</p>
9.	Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	<p>Use of white space on documents</p> <p>Masking device</p>	<p>During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention.</p> <p>Teachers create a clean document for students to work from that is not too “busy” or crowded with distracting information.</p> <p>Students use paper to block test questions, to decrease</p>

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
				<p>distractions.</p> <p>Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.</p>
10.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	<p>Students proofread other students' work using a dictionary.</p> <p>Teachers proofread students' work and have students make specific corrections.</p> <p>Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.</p>
			Automated spell-check device	Students use an automated spell-check device during instruction.
11.	Strikethrough	Allows users to cross out answer options.	Process of elimination	<p>Students cross out the answers to multiple-choice items that are obviously wrong.</p> <p>Students cross out incorrect words in sentences.</p>
12.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	<p>Students receive large-print versions of state textbooks, or other text, to enable access to curriculum.</p> <p>Students have access to enlarged mathematics problems to make sure all steps are completed.</p>
13.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
14.	English Dictionary	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.
15.	English Glossary	Grade- and context-appropriate definitions of specific construct-	Identify useful text features for understanding new	Students utilize embedded definitions in textbooks; definitions in footnotes,

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
		irrelevant terms are shown in English.	vocabulary	margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
16.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
17.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.
18.	Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.
19.	Translated Test Directions	Students can see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on	Students have their assignment directions

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
			assignments	translated into their native language.
20.	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction.
21.	Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.
22.	American Sign Language (ASL)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.
23.	Braille	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). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.	Braille	Instructional materials and assignments are completed in braille.
24.	Calculator	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).	Handheld calculators or computer calculators	Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
25.	Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
26.	Math Tools	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
27.	Multiplication Table	A paper-based single-digit (1–9) multiplication table.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
28.	Print on Demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.
29.	Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	Students who are easily distractible are provided seating within the classroom, to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.
30.	Speech-to-Text / Scribe	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).	Tape recorders, scribes, specific computer programs	Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
31.	Text-to-Speech / Read-Aloud	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.
32.	Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type up a

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
				story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.

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INDEX

A

Abacus, 18, 23, 33, 56
 accommodations, 4, 5, 6, 7, 33, 36, 45, 55, 56, 61, 79, 80, 83, 84, 85, 89, 105, 107
 Accommodations, 8, 10, 13, 15, 16, 18, 30, 39, 43, 52, 70, 110
ACCOMMODATIONS, 82
 Alternate response, 18, 39
 American Sign Language, 16, 74

B

Bilingual dictionary, 14
 braille, 10, 13, 15, 17, 18, 19
 Braille, 17, 23, 24, 25, 26, 30, 39, 43, 51, 56, 58, 61, 64, 65, 69, 70, 80, 87, 90, 99, 100
 Breaks, 10, 11, 33, 47

C

calculator, 6, 99
 Calculator, 10, 18, 22, 23, 33, 55, 56
 Closed captioning, 17
 Color contrast, 12, 14
 Color overlays, 14, 35

D

designated supports, 4, 5, 6, 7, 84, 107
Designated Supports, 12, 14, 20, 25, 26, 35, 41, 49, 63, 64
 Digital notepad, 10

E

embedded universal tools, 6
embedded Universal Tools, 11, 23, 33, 41, 48, 56
Embedded Universal Tools, 10, 22, 47, 55
 English Dictionary, 10, 12
 English glossary, 10
 Expandable passages, 10

G

Global notes, 10

H

Highlighter, 11, 22, 24, 33, 41, 47, 48, 56, 58

K

keyboard navigation, 24, 48
 Keyboard navigation, 11, 47, 58

M

magnification, 22, 29, 35, 38, 39, 43, 47, 51, 56, 68
 Magnification, 15
 Mark, 11
 markers, 24, 35, 48

Markers, 41
 Masking, 12
 Math tools, 11
 Multiplication table, 60
 Multiplication Table, 19

P

presentation, 16, 72
 Print on demand, 19

R

read aloud, 13, 17, 24, 25, 58, 61, 62, 69, 74
 Read aloud, 15, 19, 36
 response, 11, 24, 25, 27, 29, 37
 Response, 24, 35

S

scratch paper, 18, 23, 33, 56
 Scratch paper, 12, 25, 35, 48, 62
 scribe, 6
 Scribe, 15, 20
 separate setting, 13, 17, 27, 36, 38, 41, 49, 61, 66
 Separate setting, 15, 26, 37, 49, 65
 sign language, 37, 39, 66, 72, 73
 Sign language, 27
 Sign Language, 45, 65
 speech-to-text, 20
 Speech-to-text, 20
 spell check, 57
 Spell check, 11, 50, 61
 Strikethrough, 11

T

technology, 10, 13, 17, 20, 28, 29, 37, 38, 42, 50, 51, 61, 65, 67, 68, 90
 Technology, 106
 text-to-speech, 17, 72
 Text-to-speech, 13, 17
 Thesaurus, 12
 Translated test directions, 13
 translations, 30, 39, 43, 45, 51, 69, 71
 Translations, 13, 16, 36

U

universal tools, 4, 5, 7, 14, 84, 85, 107
Universal Tools, 6

W

writing tools, 11

Z

zoom, 80
 Zoom, 11, 15, 47