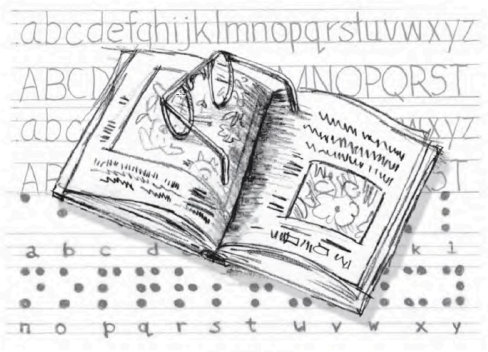
Oregon Extended Assessment

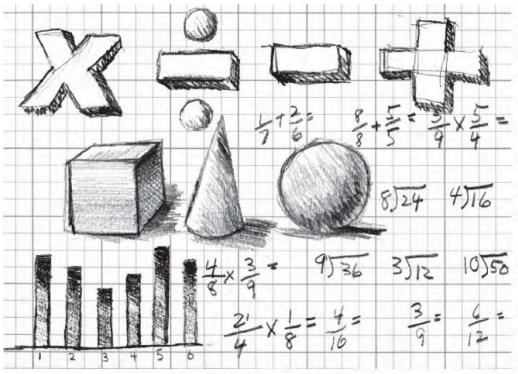
Item Development Information & Specifications

2014-2015

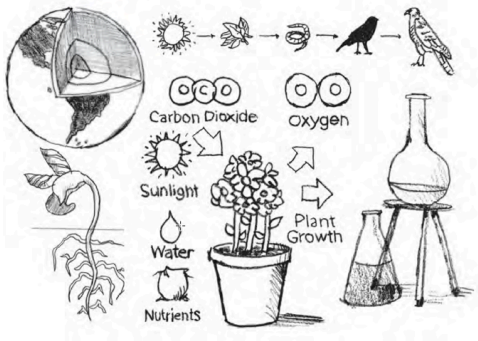
English Language Arts – Reading, Writing, & Language



Mathematics



Science



BRT
behavioral research & teaching

Oregon Extended Assessment

Background

In this document, we consider test specifications for the Oregon Extended Assessment (ORExt) to be an encompassing term that refers to multiple components, including subject area domain attributes and definitions, test development considerations, content standards, essentialized standards, and finally, a blueprint for sampling standards. These components are clearly interconnected and interact with each other. The ORExt is Oregon's Alternate Assessment Based on Alternate Achievement Standards, or AA-AAS, and is administered only to students with the most significant cognitive disabilities, or SWSCDs (U.S. Department of Education, 2005).

Reduction in Depth, Breadth, and Complexity

Due to the Title 1 Federal Regulations published on December 9, 2003 (USED), steps were taken to increase the cognitive accessibility of all items on the Oregon Extended Assessments, both in terms of test design as well as reducing the depth, breadth, and complexity (RDBC) of the test items.

Reductions in depth, which is generally defined by Anderson's revision of Bloom's Taxonomy – Remember, Understand, and Apply (Anderson et al., 2001), were accomplished by limiting the process verbs to simpler tasks (recognize, identify, match, understand are used; verbs like analyze, develop, evaluate, and create are not used).

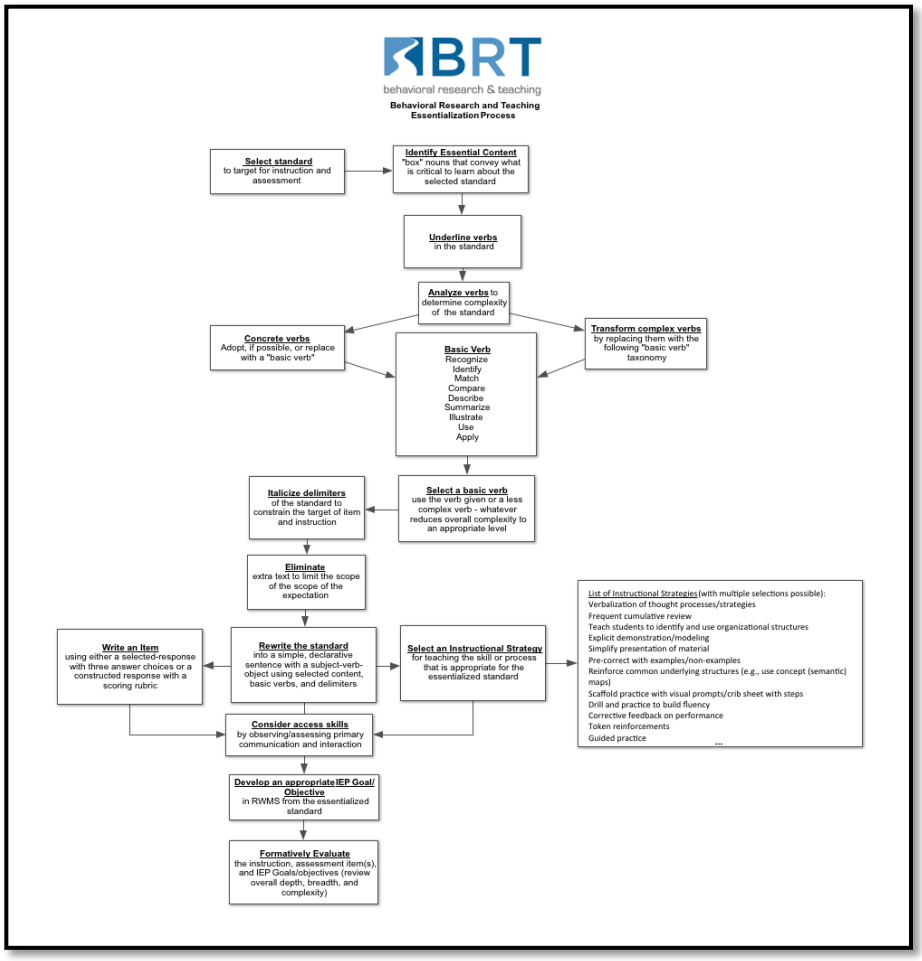
Reductions in breadth, which can be defined in terms of how broad a student's domain of knowledge must be to answer a specific item, were accomplished by limiting the item content to accessible domains. We defined accessibility in terms of both opportunity to administer a test in any format and in terms of depth of content coverage. Format focused on the physical and sensory skills necessary to respond. Depth of content addressed an appraisal of the likelihood that the content would be represented in a student's school day (whether in general or special education classes). For example, while a general education assessment might target the process of implementing a laboratory experiment in science, the extended assessment might ask the student to define a term that is critical to the experiment given that participation in a lab requires physical and sensory skills that students with the most significant disabilities may not have. The content may be relevant, but the performance demand does not require a wide knowledge set to answer appropriately. Reductions in depth and complexity, which is generally how difficult (or abstract the test content is, were accomplished by limiting the difficulty of the content (e.g., adding single-digit integers is much easier than adding imaginary numbers, though the process verb, to add, is the same).

It is critical to mention that depth, breadth, and complexity are intertwined and work together to determine overall item difficulty. They are simply three lenses we look through to systematically address and make items more accessible from a test content perspective. We operationalized RDBC into one process called "essentialization."

Essentialized Assessment Frameworks

The standards have been "essentialized" by analyzing the content, the intellectual operation being requested, and the delimiters to the content. Structurally, this can be seen in the manner in which standards are written with the content identified by nouns, the intellectual operation by verbs, and the delimiters by either conditional phrases or as placed as the object of the sentence. In following the system for "essentialization" below, the following conventions have been used: (a) content (nouns) is boxed, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*.

The essentialization process involves RDBC of the Common Core State Standards (CCSS), Oregon's Science Standards, and the Next Generation Science Standards (NGSS) in order to establish a performance expectation that is relevant and accessible for students who participate in the ORExt, while maintaining the highest possible standards of rigor (the science tests will thus be dual-aligned to both the Oregon Science Standards and the NGSS). Complexity is reduced by: 1) focusing on essential content; 2) simplifying the process verb; and, 3) eliminating inappropriate delimeters. For the ORExt, all essentialized standards were written at three levels of complexity, which feeds the population of the Low, Medium, and High difficulty forms. The essentialized standards that will be assessed on the ORExt are called Essentialized Assessment Frameworks (EAFs). The essentialization process is displayed below.



Content

The OREXt in ELA and mathematics is aligned to the CCSS-founded essentialized assessment frameworks (EAFs) that have been developed and reflect appropriate expectations for the English language arts knowledge and skills that SWSCDs must have in a vertically aligned system. In science, the assessment is aligned to the NGSS-founded EAFs. The EAFs were written to provide consistent, vertically aligned content targets for assessment development in order to support access for SWSCDs. Non-secure representations of these documents will be posted the OREXt Training & Proficiency website used in the fall, 2014 (ork12test.com).

English Language Arts

The construct of English language arts (ELA) for the OREXt is founded in the CCSS, which include the following domains in grades 3-8 and 11: reading standards for literature, reading standards for informational text, foundational skills, writing, and language. The OREXt assessment plan for ELA does not include speaking and listening, or literacy in history/social studies, science, and technical subjects.

Mathematics

The construct of mathematics for the OREXt is grounded in the CCSS, which include the following domains: operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry in grades 3-5. In grades 6-8, the focus shifts to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. In high school the domains include: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Science

The construct of science for Oregon's alternate assessment is determined by Oregon's Science Standards and the NGSS, which include life science, physical science, Earth/space science, and engineering design, in the following areas in grades 5, 8, and 11: matter and its interactions, motion and stability: forces and interactions, energy, structure and processes of molecules and organisms, interaction, energy, and dynamics of ecosystems, Earth's place in the universe, Earth's systems, Earth and human activity, and engineering design.

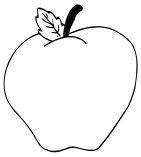
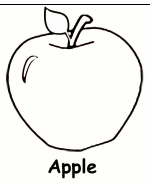
ORExt Test Design

The planned operational test design for the new ORExt includes a determination of the student's Level of Independence (LoI) with a 5-item assessment, a 15-item placement test, and a 25-item content prompts assessment. The LoI assessment determines the level of support needed to bring the student to success. The LoI assessment yields a global score (20 total points), termed the LoI score. The LoI score is based on a 4-point scale, with a 4 denoting independent performance of the item, a 3 that the student requires additional verbal/gestural support to access the item a 2 that the student required physical contact to access the item (e.g., touching on the hand to remind), and a 1 that the student required full physical support to access the item (e.g., hand-over-hand assistance). The LoI score provides an indication of the level of support the student is likely to need during testing in a manner that does not compromise the respective test constructs. However, the LoI score will not be used to provide a ceiling for teacher support as it has in years past. The new LoI score also includes a determination of attention and joint attention, as well as the level of communication for the student.

Assessment	**Purpose**	**Number and Type of Items**	**Used for AMO reporting**
Level of Independence Assessment	Gather information regarding student's expected level of support	5 items (4 related to continuum of supports; 1 assessing level of communication)	No
Placement Test	To assign the appropriate Content Test form	**15** items (5 low difficulty, 5 medium difficulty, and 5 high difficulty)	Yes
Content Test	To provide an adapted test form that is consistent with a student's level of functioning	**25** items per form, with a low difficulty form, a medium difficulty form and a high difficulty form	Yes
Total Items that count for Annual Measurable Objective (AMO) reporting			**40**

Here is an overview of the LoI assessment:

1. 4 items tied to the continuum of supports needed within a content area
2. 1 item targeting communication level
    a. Level 1 – Pre-Symbolic: objects/attention/joint attention (affective domain)
    b. Level 2 – Emerging Symbolic: Developing objects/picture/icon/emerging abstract symbol use
    c. Level 3 – Symbolic: Developing icon use/developing abstract symbol use
    d. Level 4 – Extended Symbolic: Emerging to developing abstract symbol use

			**Apple**
Pre-Symbolic	*Emerging Symbolic*	*Symbolic*	*Extended Symbolic*

The placement test will be composed of 15 items: 5 low difficulty items, 5 medium difficulty items, and 5 high difficulty items. The student's total score on the placement test will determine which test form they participate in (Low, Medium, High) by the following matrix:

Total Points	**Distribution of Points**			**Assessment**
	Low	Mid	High	
0	0	0	0	*Placement Only*
1 to 3	0 to 1	0 to 1	0 to 1	Low
4 to 5	1 to 2	1 to 2	0 to 1	Low
6 to 8	2 to 3	2 to 3	1 to 2	Med
9 to 10	3 to 4	2 to 3	2 to 3	Med
11 to 13	4 to 5	3 to 4	3 to 4	High
14 to 15	4 to 5	4 to 5	4 to 5	High

The remaining assessment is called the Content Prompts, which are academic measures of the student's knowledge and skills linked to the relevant content standards. The content prompts rate the accuracy of the student's response on a 2-pt scale, with 0 an incorrect answer and 1 a correct answer.

Scoring Protocols and Student Materials

Scoring protocols for teachers will be organized into one-page consumables for all items, with five items designed to serve as standards-based content prompts. Student materials are placed in front of the student during administration and contain graphic images and words illustrating the student's response options. There are three response options per

item in the student materials, with one being the correct answer, the second a close distractor, and the third a far distractor.

Test Structure

The ORExt test structure will no longer include tasks, but will maintain a 5 item per page approach to ensure sufficient space for assessors. These items would not be linked to the same content prompt but vary from item to item. The LoI assessment results will not be used in calculations of Annual Measureable Objectives (AMOs). However, the Placement Test will be included in the AMO calculations. Some very-low performing students will only take the Placement Test. The test structures for ELA, Math, and Science are outlined below:

Subject	Grades	Assessment Structure

English Language Arts
 	
Mathematics
 	
Science
	3, 4, 5, 6, 7, 8, & 11
	
	3, 4, 5, 6, 7, 8, & 11
	
	5, 8, & 11
		• 5-item Level of Independence Assessment
		• 15-item Placement Test
		  • 5 - Low difficulty items
		  • 5 - Medium difficulty items
		  • 5 - High difficulty items
		• 25-item Content Prompts Test
		  • Three forms, based upon Placement Test results (Low, Medium, High)

Test Development Considerations

Scoring Protocol & Student Materials Practice Test Examples

The new ORExt assessments are being developed with one version, which is similar to the Scaffold version used in the past. This version provides additional context for the student with a preamble that can be read after the prompt. All items have four components: 1) a preamble statement; 2) a prompt (question); 3) three answer choices; and, 4) explicit directions for the graphics designer. The ELA items may also include a sentence or passage that is either read to the student, or the student is expected to read. The preamble is designed to draw the student's attention to the student materials and provide a description of what the student is seeing. The prompt provides the stimulus for the student to respond to. The answer choices provide the response options for the student (one correct, one plausible near distractor, and one plausible far distractor).

English Language Arts

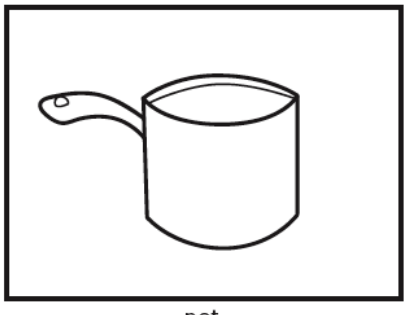
The following is a reading example that reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures and a verbal prompt. The student is read a passage and is asked to answer questions about the items. The three illustrations indicate three answer choices: one is a far distractor (pot), one that is a near distractor (box of oatmeal), and the correct answer (cooking oatmeal).

Item	Content Prompts	Accuracy			
Say: **I will read (sign) a story to you and then ask you questions about the story.**					
1	*Preamble*: Here is the story that I just read to you. **What is the story about?** [0 = incorrect/ 1 = indicates *cooking oatmeal*]			0	1

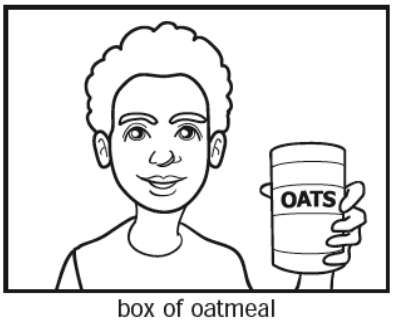
Making Oatmeal

Bill wanted to make some oatmeal. He poured 1 cup of milk into a pot. Then he put the pot on the stove. He added some oatmeal to the pot and cooked it for 5 minutes. When it was ready to eat, he put it in a bowl. He liked the taste of oatmeal a lot. When he was done eating, he washed his bowl.

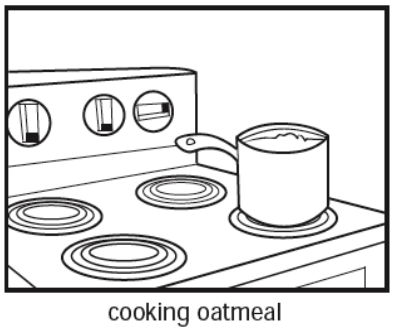
Item 1



pot



box of oatmeal



cooking oatmeal

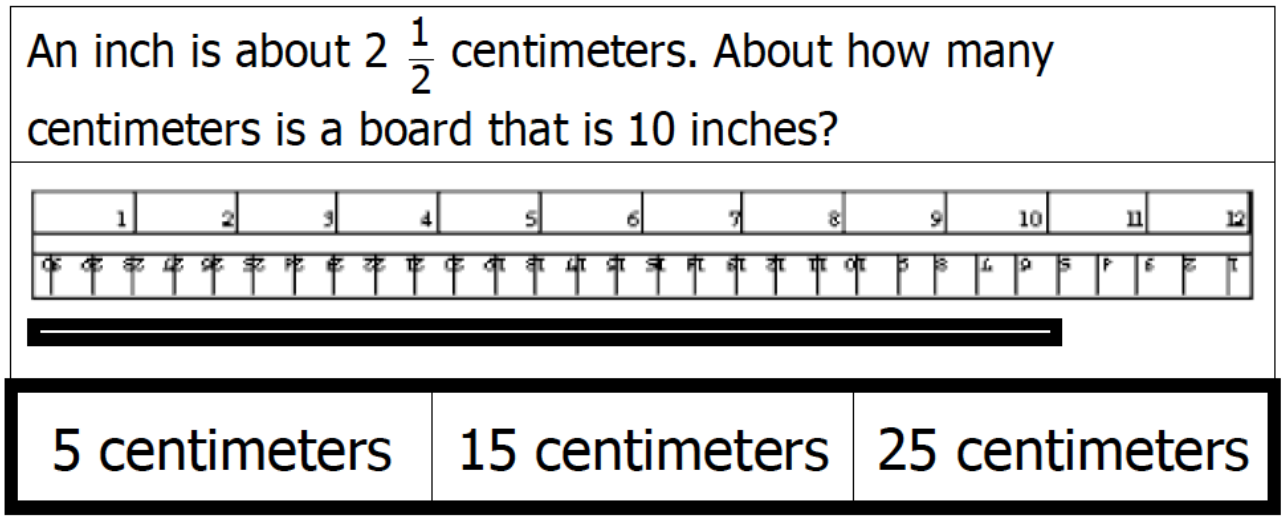
Important Administration Note: In reading, text (sentences/passages) will be read to the students for all reading items from grade 3-5. In grades 6-8 and 11, specific instructions regarding whether to read the passage to the student or if the student is expected to read the passage independently will be included at the item level. In general, the low difficulty items will include the passage being read to the student, while we will make individual

decisions based on overall complexity and the development of a scale with a sufficient ceiling in determining whether a medium or high difficulty item should be read to the student. The assessor will read answer choices to the student at **all** grade levels across all content areas except for items that are linked to the Reading Foundations standards, which specifically require reading or decoding. These items will not include the answer choices in the prompt and will have a bracketed direction, "[DO NOT READ THE ANSWER CHOICES TO STUDENT]" warning. Graphic supports will be provided for all low-difficulty items with concrete answer choices in reading.

1	*Preamble*: Inches and centimeters both measure length. **An inch is about 2 ½ centimeters. About how many centimeters is a board that is 10 inches?** [0 = incorrect/ 1 = indicates 25 centimeters]			0	1

Mathematics

The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices, including one far distractor (5 cm) one near distractor (15 cm) and the correct answer (25cm).

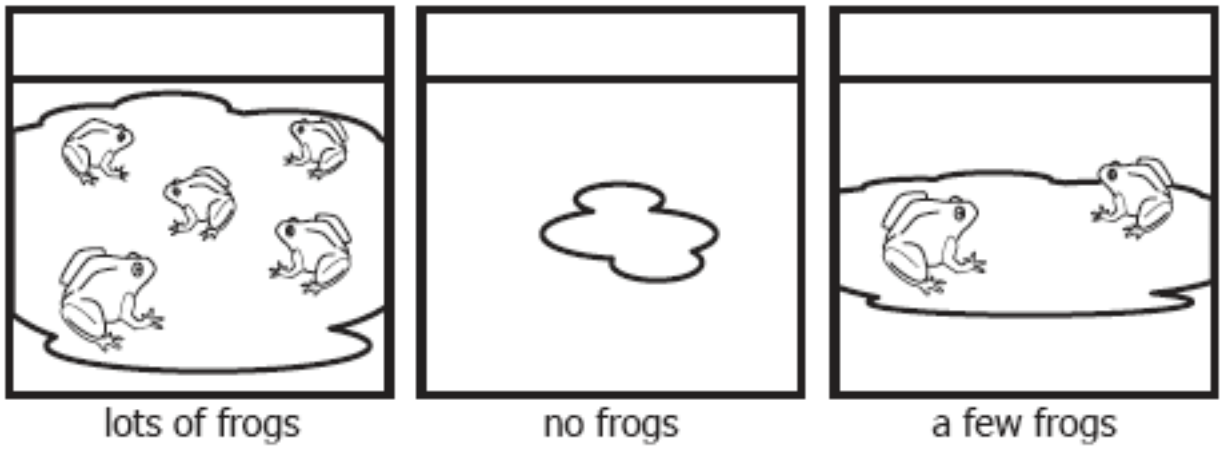


Important Item Design Notes: The graphics on this item are very busy and there is not a clear separation between the answer choice options. This is part of the reason why this is a practice item. In addition, you will notice that the answer choices are in order of magnitude for this example. For all low- and medium-difficulty items, the answers in mathematics should be in order of magnitude, where applicable. The high-difficulty items can be presented in any order.

Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures and a verbal prompt. The three illustrations indicate a relationship (interdependence) between the amount of water in the pond and the number frogs. The answer choices include a near distractor (a few frogs), a far distractor (lots of frogs), and the correct answer (no frogs).

Item	Content Prompts	Accuracy		
I will show you some pictures and ask you some questions about them.				
1	*Preamble:* Here are pictures of a pond and frogs. Frogs live in ponds. **What would happen to the number of frogs if the pond dried up?** [0 = incorrect / 1 = indicates *no frogs]*		0	1



Important Item Design Notes: There are frog species that can survive for long periods in dry lakebeds. This is part of the reason why this is a practice item. In terms of the order of the answer choices, the important aspect of this item is that the answer choice is in the "B" slot, in the middle. Try to rotate use of the "A" slot (where the answer is the first choice) and the "C" slot (where the answer is the final choice).

Item Specifications

The following guidelines were provided to item writers for the new OREXt to support the development of an assessment that is as accessible as possible, while maintaining and approach to assessment that is as free of bias as possible. All items contain a preamble, prompt, three answer choices (A, B, and C, arranged horizontally), and explicit graphic descriptions for the graphic designer. Specifications regarding passages are provided where necessary within the relevant EAF document.

Alignment

- The EAF documents that establish the specific performance expectation for each standard. Ensure that the items you develop at each level (low, medium, high) align to the targeted EAF (there may be situations where you want BRT to adapt the essentialized standard, particularly at the low level; please contact the project lead in this instance)

Item Structure & Content

- Present a single, definitive problem
- Ensure that there is a correct answer (and it is identified)
- Ensure that there are no grammatical errors

Accessibility

- Write items that are accessible for SWSCDs in terms of presentation and response; consider the following:
    - Sensory accessibility (auditory, visual, tactile)
        - Shading will be used, but not color (assume a grayscale approach)
        - White space will be used appropriately
        - 18 pt font for all student materials
        - Simple, clear text and graphics
    - Cognitive accessibility (familiarity, complexity)
        - RDBC
        - Singular item format
    - Communication accessibility
    - Verbal and visual supports

Language

- Simplified language should be used in all text
    - Use high-frequency (high familiarity) words
    - Use concrete language, where feasible
    - Avoid using words with multiple meanings
    - Limit word-length (there are specific guidelines in ELA)
    - Limit sentence length
    - Use the active voice
    - If phrases are used, keep them as short and succinct as possible (noun, prepositional, etc.)

    - Limit sentence structure to baseline S-V-O approach
    - Avoid using clauses (conditional, subordinate, relative)
    - Avoid the superlative case (e.g., always, never)
- Avoid the use of negation (no items where the student must determine which answer does NOT fit, etc.)
- Ensure that the text can be conveyed in other language formats (e.g., Spanish, Braille, signed languages, etc.)

Bias and Sensitivity

- Ensure that the item is free of bias in the following domains:
    - Race-ethnicity
    - Gender
    - Sexual orientation
    - Age
    - Culture
    - Politics
    - Religion
    - Value systems
    - Socio-economic status
    - Region
    - Stereotypes
- Ensure an appropriate balance of male/female names, as well as a variety of different ethnic names
- When including reference to specific events or locations within Oregon, ensure appropriate balance of regional representation

Effective Test Development

Downing's 12-steps for effective test development will be used as the framework for analyzing the appropriateness of the item development process employed (2006). The 12-step framework includes the following domains:

1. Overall Plan
2. Content Definition
3. Test Specification
4. Item Development
5. Design & Assembly
6. Test Production
7. Test Administration
8. Scoring Responses
9. Passing Scores
10. Reporting Results
11. Item Banking
12. Technical Report

Anticipated Accommodations

The universal tools and accommodations listed below have not been approved yet by the ODE Accommodations Panel and should not be considered final. The accommodations listed below are taken from the *Interim Draft - Oregon Accessibility Manual*, 2014-15 (pages 33-39). However, we needed to provide them here in order for stakeholders to understand the types of test administration changes that are planned for the 2014-15 OREXt. For example, the current expectation is that all items on the OREXt will allow the use of a calculator. All of the test changes listed below are available to all students who take the OREXt. The universal tools require less planning to implement, while the accommodations generally require advanced planning (e.g., the Braille version must be ordered, etc.). The entire *Interim Draft – Oregon Accessibility Manual* is available at the following link: http://www.ode.state.or.us/search/page/?=487.

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

Universal Tool	Description
• Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
• Auditory amplification devices, hearing aids, noise buffers	
• Breaks	• 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.
• Calculators	• 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: o 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. o 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).
• Highlighter	• 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
• Manipulatives	• They should be made available to all students at all grades, if requested. o Algebra tiles o Balance, including "Hands-on-Math Algebra" balance o Base-ten blocks o Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten o Colored chips, including positive and negative chips o Color tiles o Cubes o Cuisenaire rods o Dice o Dominoes or checkers o Dot paper (square or hex) o Egg cartons of various sizes o Fraction strips or fraction pieces o Geoboard and rubber bands o Geometric shapes – 2D and 3D o Interlocking cubes o Legos o Marbles or colored cubes and containers o Measuring cups and spoons with marks and text o Pattern blocks o Patty paper (small square sheets) o Play money o Playing cards or numbered cards o Scissors o Spinners o Stopwatch o String o Tangrams o Tiles o Touch math cards o Transparent sheets, mirrors, MIRATM – symmetry tools o 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
	• 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
• Posters	• A tool offering students encouragement or inspiration without any specific content related to the Social Sciences content standards, for example: o "Believe in Yourself" o "Set your dreams high"
• Response aids (e.g., adaptive pencils, key guards, and skins)	• A tool for use on printed items
• Rulers	• A tool used to measure length. The ruler can have both metric and English standard units on it.
• Scratch paper	• Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards
• Thermometers with numbers on scale	
• Transparent sheets (clear or tinted)	• A tool to protect test materials or to improve focus

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
• Color overlays	• Color transparencies are placed over a paper-based assessment.
• Enlarged print	• A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
• Human-based read-aloud.	• QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, 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: o avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices o use even pace and tone when reading so that the student does not receive any clues from the reader o read test items or prompts, text, and answer choices exactly as written o not clarify, elaborate, or provide assistance to students o not answer questions about specific test items and/or answer choices
• Interpret directions orally	• 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.
• Point to or dictate multiple-choice responses to a test administrator	• A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a 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.
• Separate setting	• Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. 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.
• Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator	• Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication or correctness or incorrectness on the student's part.
• 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)	• Technology assisted writing is an designated support if the following features are disengaged: o Formatting o Grammar check o Word prediction • A student may use any technology device that serves as their primary mode of written communication.
• Student reads test aloud or sub-vocalizes text to listener or self	• 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.
• Support physical position of student (e.g., preferential seating, special lighting, increase/decrease	• 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.
• Use of projection devices	• This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment
• Use of sensory supports or interventions to allow students to attend to task	• As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
• Visual magnification devices or software	• A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
• Written translations of oral directions	• In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a

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
• Braille(A221)	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.
• 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.
• 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)	• 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. *Cf. Appendix B: Guidelines for Signed Interpretation Support
• 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)	

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