



ACCESSIBILITY GUIDELINES

2019-20 School year

COMPLETED – November 7, 2019

Use this document to plan for:
DeSSA Summative/Interim Assessments;
DeSSA-Alternate Assessments;
WIDA Assessments;
School Day SAT

Delaware Department of Education

Office of Assessment, 401 Federal Street, Suite 2, Dover DE, 19901

If you have any questions regarding the Accessibility Guidelines for the Delaware System of Student Assessments please contact the Delaware Department of Education, Office of Assessment, at (302) 857-3391.

For questions or additional assistance regarding the online testing system or functioning of accommodations for DeSSA ELA/Literacy and Mathematics Summative, DeSSA Interims, please contact the DeSSA Help Desk at the American Institutes for Research (AIR).

For questions or additional assistance regarding the online testing system or functioning of accommodations for DeSSA Science and Social Studies Summative assessment, please contact the PAN Help Desk.

For questions or additional assistance regarding the alternate testing system or functioning of accommodations for the Dynamic Learning Maps (DLM), please contact the DLM Help Desk by email or phone.

For questions or additional assistance regarding SAT School Day accommodations, please contact the SAT School Day Customer Support line or email listed below.

Important Contact Information

DeSSA ELA/Literacy and Mathematics Help Desk (AIR)	(877) 560-8331
DeSSA Science and Social Studies (PAN)	(888) 827-1089 Online Support Form
Alternate Assessment Help Desk (DLM)	(855) 277-9751 dlm-support@ku.edu
College Board SAT School Day Customer Support	(855) 373-6387 SATSchoolDaySupport@collegeboard.org
Delaware Department of Education Office of Assessment	(302) 857-3391

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INTRODUCTION

The 2019-20 *Accessibility Guidelines for the Delaware System of Student Assessments (DeSSA)* (hereafter called the “*Guidelines*”) contain the Delaware Department of Education’s policy governing the provision and documentation of universally designed features, test supports, and test accommodations to students participating in statewide assessments.

Delaware’s statewide assessments include:

- DeSSA ELA/Literacy and Mathematics for grades 3-8 (Mar 16 – May 22)
- DeSSA Science for grades 5, 8 and Biology (Mar 16 – May 22)
- DeSSA Social Studies for grades 4, 7 and 11 (Mar 16 – May 22)
- SAT for High school Reading, Essay and Mathematics (Mar 4)
- DeSSA Alternate Assessment for ELA and Mathematics for grades 3-8 and 11 (Mar 16 – May 8)
- DeSSA-Alternate Science for grades 5, 8, 10 (Mar 16 – May 8)
- WIDA ACCESS 2.0 (Feb 3 – Mar 20)

The administration of these statewide assessments meets specified requirements of Title I of the Elementary and Secondary Education Act and provides important information to help students advance toward college and career readiness. For more information on the assessments and when they are given, go to <http://www.doe.k12.de.us/domain/111>

IDEA, ESEA, and Classroom and Test Accommodations

The United States Education Department (USED) has published guidance making the state responsible for identifying permissible accommodations on the state tests, taking into consideration the construct of the test, and that IEP teams must select student accommodations from that list. Most supports and accommodations used by students in the classroom and needed by the student on the assessment are generally permitted, as long as it does not change the construct of the test, thus invalidating the test score. Best practice dictates that students should only use accommodations on a standardized test that they have been using regularly in the classroom. Neither IDEA nor ESEA requires states to include all classroom accommodations on the list of permissible test accommodations for the test used to satisfy ESEA requirements. DOE will be tracking accommodations to monitor selection and support access for students.

Accommodations Windows

Accommodations should be inputted by:

- DeSSA Assessments – Sep 1, 2019 – Mar 1, 2020
- PSAT 10 – Dec 13, 2019
- SAT – Jan 14, 2020
- WIDA Assessments – Feb. 1, 2020

Once the window closes, accommodations and DOE-approved requests can be inputted/submitted for new students and students with revised IEPs.

PURPOSE

This Guidelines document is not intended to be all inclusive, but provides guidelines paired with the Dynamic Learning Maps (DLM) Accessibility document and the SAT Crosswalk document and should be used when making decisions about:

- The inclusion of students with disabilities (SwD), English Learners (EL), students who are classified as both (SwD/EL);
- The identification of “General Education with Supports” students. These are students not identified as SwD or EL, but, may be better able to demonstrate their achievement of the content standards when provided supports during assessments;
- The selection and provision of testing accommodations and supports for the types of students mentioned above; and
- The type of assessment in which a student will participate.

PROCEDURAL CLARIFICATIONS

Documented Accessibility Features Must Be Offered

The Department of Education expects that a student’s accommodations and supports on the Accessibility Form, documented in IEPPlus, and entered into TIDE, PAN, DLM, or the SAT system will be available, offered, and provided on the days of testing. Students sometimes refuse to use their accommodations or supports during a test administration; however, the school **must offer** the accommodations and supports that have been documented.

Additional supporting information, procedural clarifications, and technical information regarding the use, preparation, and documentation of accommodations and accessibility features for each assessment may be found in the corresponding Test Administration Manuals (TAMs), the DLM and SAT system resources, and the Test Information Distribution Engine (TIDE) manual.

Absence, Suspension, Expulsion, Transfer, Illness, and Withdrawal

Absence, suspension, expulsion, transfer, illness, and withdrawal are not addressed by the Accessibility Guidelines. Please contact your School Administrator or Testing Coordinator for guidance and/or next steps.

Monitoring the Implementation of the Accessibility Guidelines

The Delaware Department of Education monitors the implementation of the *Guidelines* across all statewide assessments as part of efforts to oversee the implementation of the Individuals with Disabilities in Education Act (IDEA) and responsibilities under Elementary and Secondary Education Act (ESEA).

The Delaware Department of Education Program Specialist monitors the implementation of the *Guidelines* for English Learners for the Title III ESL/Bilingual and Title I, Part C Migrant Programs.

Selecting the Date When a Student Will Begin to Use Accessibility Features

Students need to have adequate experience using the accommodation in their daily classroom experiences in order to use it effectively during the assessment. Therefore, when the team finalizes the selected accommodations for a student, they should also plan:

- The date on which the student will begin using the accommodation in the classroom prior to testing (if they are not already using it); and

- The date and test window on which the student will begin using the accommodation on the assessment. This can be indicated on the cover page of the Accessibility Form.

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 - [Eligibility for Accommodations](#)
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Learner Considerations

The students to which these Guidelines apply:

1. Have disabilities designated under the Individuals with Disabilities Education Act (IDEA).
2. Qualify under Section 504 of the Rehabilitation Act.
3. Are EL students, that is, students identified as English Learners by use of the home language survey and the English proficiency assessments; the WIDA Screener, which is given for screening and placement; and the Assessing Comprehension and Communication in English State-to-State (ACCESS for ELs 2.0), according to the Delaware and U.S. Department of Education criteria. For more information go to Section III of this document found on page **Error! Bookmark not defined.**
4. Are SwD/EL students, that is, students with disabilities who are also identified as English Learners, meeting the criteria for both groups according to the Delaware and U.S. Department of Education definitions.
5. Are general education students receiving supports in the classroom as part of instruction and assessment, as documented by a school referral to a school problem solving team, evaluation for IEP services, 504 plan, or EL services, or by a classroom teacher with supporting classroom data.

GENERAL EDUCATION STUDENTS RECEIVING SUPPORTS

Students in this category, “General Education Students Receiving Supports” are eligible to receive Level 1 and Level 2 Accessibility Features on the DeSSA assessments. This category of students is not eligible for participation in the DeSSA-Alternate assessment.

Criteria for Identifying a Student as a General Education Student Receiving Supports

Who can identify students?

It is recommended that *more than one educator* participate in the identification of each student who needs supports as well as the selection of supports for the student.

Which students can be identified?

Educators should consider students who are **struggling and at-risk**. Students who are currently **receiving interventions** through the Response to Intervention (RTI) program or have been **referred to the school’s problem-solving team**, may benefit from supports. Additionally, students who have **physical injuries** such as a broken arm may be in need of a support such as scribing.

How should level 2 (designated supports) be selected?

Educators should consider the student’s **documented** needs. To select supports that match the student’s documented needs, educators should refer to **data** about student’s performance with and without the support. The data may be **observational** or based on the student’s performance on a curriculum-based **measurement**. Educators should ask – how does the student perform with and without the support? Does the support benefit the student?

In addition to reviewing student data, educators must **consider whether the support is being used during classroom instruction**. Supports should be familiar to the student and used regularly, not only on the assessment. Taking the practice test is a good opportunity for students to try out different supports and to talk with the teacher about whether the support was helpful.

PLEASE NOTE: *more supports are not necessarily better for the student.* Some supports could make the test harder, depending on student’s needs. It is important for support selection to be customized to the student’s needs.

Also, educators should consider each student individually and ***refrain from assigning supports on a blanket basis.*** For example, an educator should not assign all of his/her students a particular accommodation in the assumption that a designated support benefits all students.

How to Document a General Education Student Receiving Level 2 Supports in TIDE

Follow these steps after identifying a general education student to receive Level 2 supports:

1. Log in to TIDE
2. Go to the edit student screen.
3. Update the student as a general education student receiving supports.
4. Enter the student’s supports in the TIDE database.

A decision tree illustrating the process of identifying students and selecting supports is shown in Figure 1 on page 12.

The form needed to review, select, and document designated supports for a student can be found in Appendix A-1. Descriptions regarding specific Level 2 supports can be found in Appendix A-2.

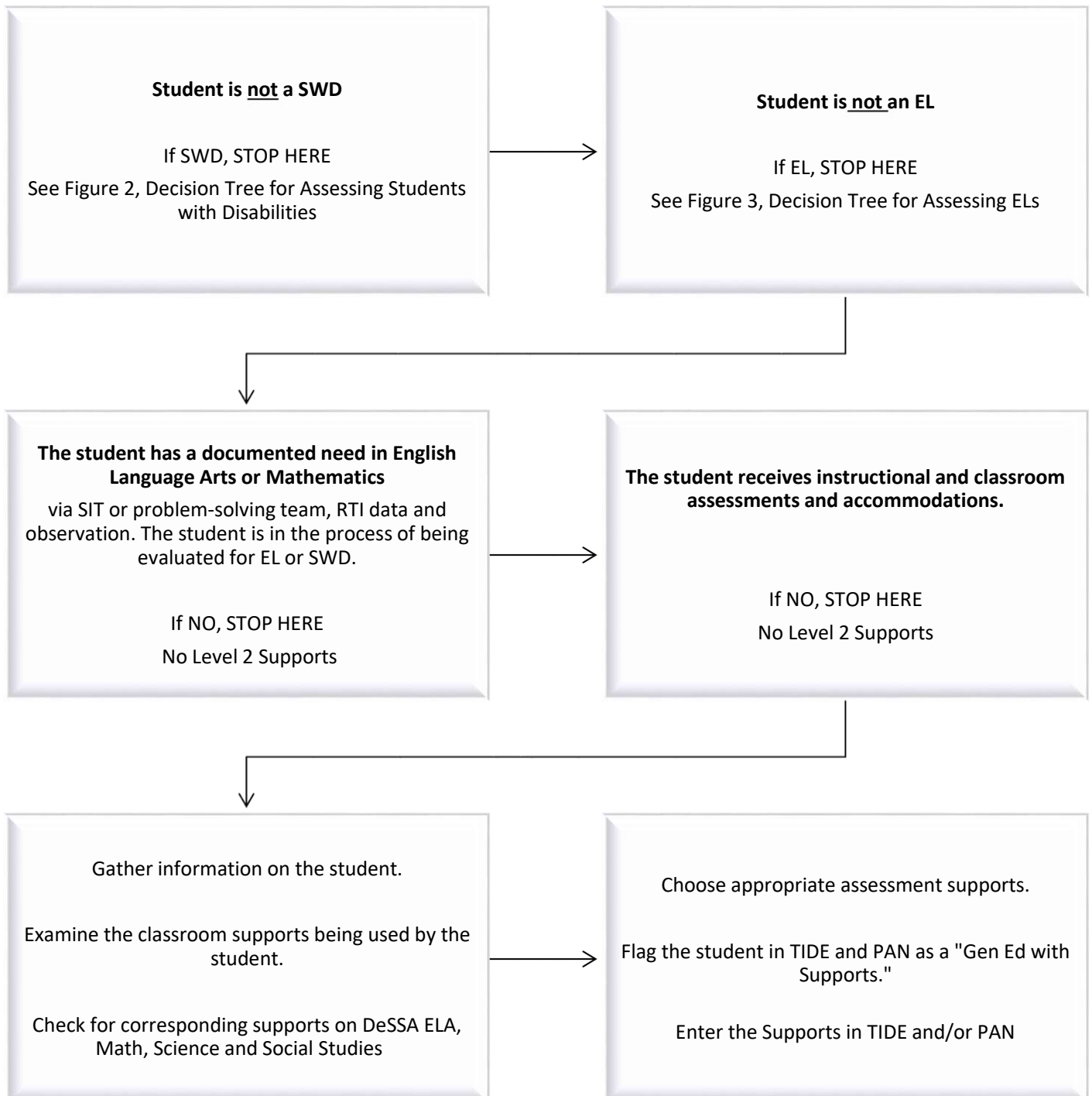
How to Document a General Education Student Receiving Level 2 Supports in PAN

Follow these steps after identifying a general education student to receive Level 2 supports:

1. Log in to PAN
2. Click on Student
3. Select Student Registration under the Select Tasks Tab
4. Check the Gen Ed with Supports checkbox.

The Department of Education expects that a student’s supports on the Accessibility Form and entered in the TIDE/ PAN database will be available, offered, and provided on the days of testing.
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Figure 1: Decision Tree for Assessing General Education Students with Supports
 All the statements have to be true to continue.



STUDENTS WITH DISABILITIES (SWD)

This section will guide Delaware educators through the decision-making process for participation in the statewide assessments for Students with Disabilities. See page 21 for information on Students with Disabilities who are also English Learners (SWD/EL).

Use of the Accessibility Form

The Accessibility Form (Appendix A-1) should not replace the “Accommodations and Modifications, Supports, and Services” section of the Individualized Education Program (IEP). After the IEP team has already discussed the supports and accommodations that a student needs, the team can match the supports and accommodations the student receives during instruction and classroom assessments to those found on the Accessibility Form.

Eligibility

Students who have been formally identified as needing special education services under the Individuals with Disabilities in Education Act or under Section 504 of the Rehabilitation Act of 1973 are eligible to test with Level 1, 2 or 3 on all or part of the DeSSA (ELA/Literacy, Math, Science and Social Studies) and accommodations for the DeSSA-Alt (ELA, Math and Science).

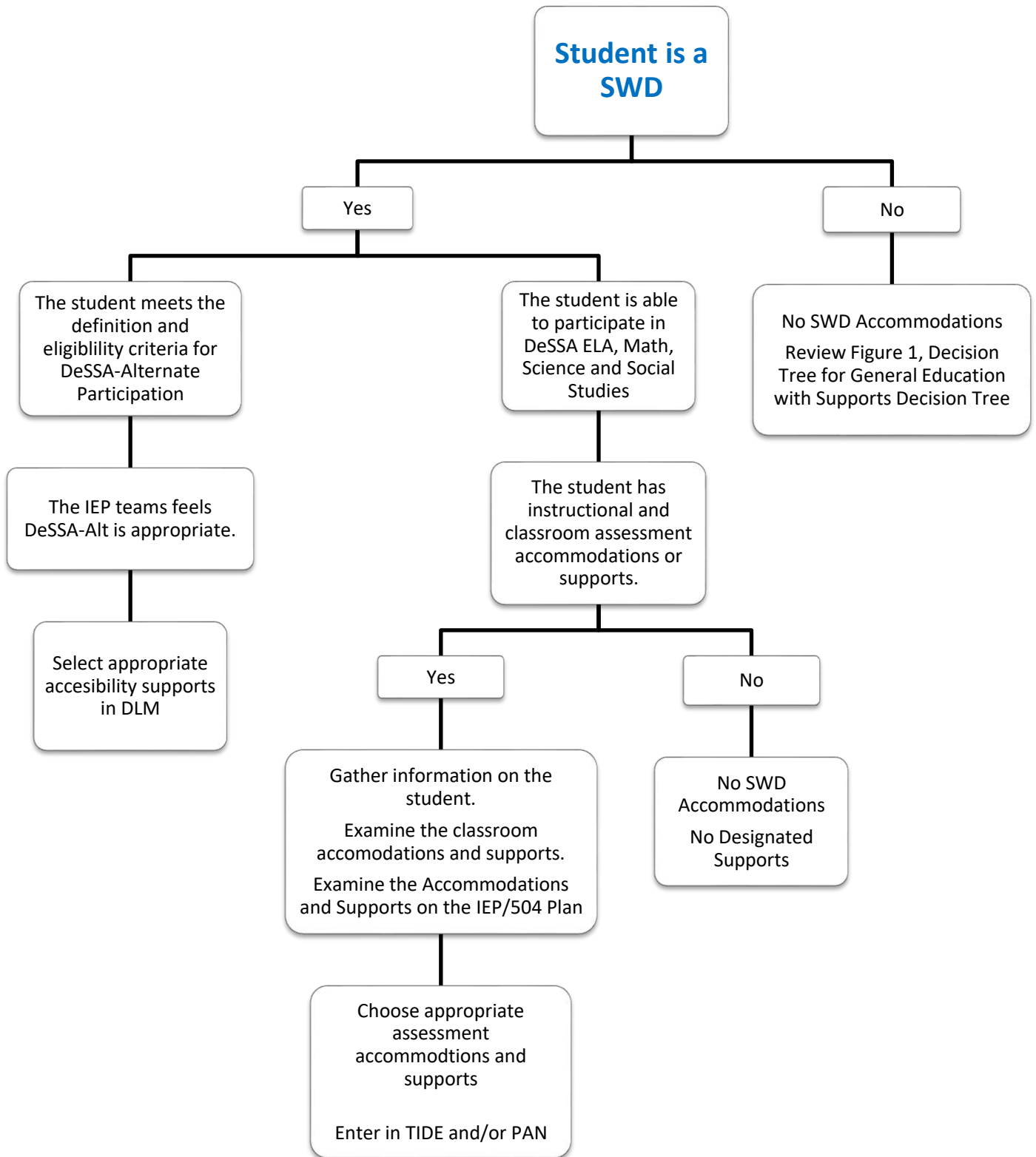
Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the statewide assessments. “None” should be selected for each content area and then entered into TIDE.

The decision tree on page 15 summarizes decision-making steps for determining the testing condition under which a student will be assessed.

<p>The Department of Education expects that a student’s accommodations and supports on the Accessibility Form and entered in the TIDE, DLM, or SAT database will be available, offered, and provided on the days of testing.</p>
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All accommodations should be entered into the appropriate database prior to March 1, 2020.

Figure 2. Decision Tree for Assessing Students with Disabilities



ENGLISH LEARNERS (EL)

This section will guide Delaware educators through the decision-making process for participation in DeSSA for students who are English learners (EL).

Eligibility

Students who have been formally identified as ELs are eligible to test with accommodations or supports on all or part of the DeSSA (ELA/Math/Science/Social Studies) and DeSSA-Alt (ELA/Math/Science), or be exempted from the DeSSA ELA/Literacy, SAT Reading or DeSSA-Alt ELA tests. See the formal criteria for identifying the EL student below and on the following page.

An EL is a student who:

- Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student's ability to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

Criteria for Identifying the EL Student

The formal process for identification of English learners requires several steps:

Step 1: Delaware Home-Language Survey

- Upon enrollment of any student, the school administers the statewide home-language survey.
- If a language other than English or non-US English is indicated in questions 1-3 on the statewide home-language survey, the school initiates the standardized identification screening process.

Step 2: Standardized Identification Screening Process

- A staff member completes the records review process for any student whose native language is not English to distinguish students who are proficient in English and therefore, need no further testing.
- The school implements the EL identification process if the screening process suggests the student may not be proficient in English.

Step 3: Administer WIDA Screener, Kindergarten MODEL assessment or DE Alternative EL Identification Protocol

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by Delaware-approved WIDA language proficiency assessments to confirm a student's classification as an EL.
 - An oral proficiency level below 5.5 on the WIDA MODEL in first semester of Kindergarten or;

- A composite proficiency level below 5.0 on the WIDA Screener or WIDA MODEL

After these steps are completed, the student is formally identified as EL and will maintain this status until he/she exits/transitions out of the EL program.

EL students are not eligible for exit/transition out of the EL program until student reaches a level of 5.0 on the annual WIDA ACCESS for ELs 2.0 test.

Former EL students who have been exited or transitioned are federally required to have a two-year monitoring period during which time they may be reclassified as active EL and returned to the EL program.

Home Language Survey

The school district must administer the home language survey upon enrollment to all new students entering Delaware schools, regardless of the date or academic term of their arrival. A student who speaks a language other than English as their native language, but who also speaks English, may still have insufficient academic language to be successful without the additional instruction offered through an EL program. A district's enrollment packet must include a home language survey form asking if a language other than English is spoken in the home or by the student.

Parent Withdrawals from English Learner Services

Some students are evaluated and have received English learner services but are withdrawn from these services by their parent or guardian. This means that, although these students qualify as an English learner, the parent or guardian chooses not to have the students continue to receive English learner services.

If a student has been identified, but the parent or guardian withdraws the student from services, the student may still receive testing accommodations or supports, including but not limited to the EL exemption (exemption from the DeSSA ELA test and SAT Reading). Students must meet the criteria on pages 17 and 18 in order to receive an exemption from ELA as a recently arrived EL.

The decisions regarding which accommodations and supports should be given to a student should be made on an individual basis using the information in these Accessibility Guidelines.

Justifiable Rationale for Selection and Deletion of EL Accommodations

Best practice dictates that an accommodation may not be introduced for the first time in a testing situation—it must be introduced during instruction and then only used during assessment after the student is comfortable using the accommodation.

For example, the accommodation of using a bilingual dictionary would not be appropriate during testing if the student has not been taught how to use one and has not been practicing using a bilingual dictionary. On the cover page of the Accommodations and Supports Form, there is space to identify any new accommodations being used by the student and what sort of practice the student may need before the accommodation or support may be used on a test.

Accommodations and support decisions for EL students must be made on an individual basis and must be based only on the following:

- information regarding the student’s English Language Proficiency
- information regarding any student disabilities
- scores from student evaluations and assessments
- student’s formative classroom evaluation information
- documented student observation
- documented student preference

Accommodations and support decisions for EL students must NOT be made based on any of the following:

- a student’s membership in a particular demographic group,
- a particular label that applies to a student, or
- concerns external to the student such as
 - school or district staffing issues,
 - cost to the district of providing the accommodation or support; or
 - other logistics or political concerns.

Criteria for Receiving an Exemption from the DeSSA ELA/Literacy, SAT Reading or DeSSA-Alt ELA

If an EL student receives an exemption, he or she is not required to take the DeSSA ELA/Literacy Assessment, SAT reading, or the DeSSA-Alt ELA assessment. Students receiving an exemption should have the EL exemption for ELA entered into DeSSA TIDE student settings. SAT Exemptions are entered through the District Test Coordinators.

The following are the criteria for receiving an exemption from these language arts tests:

1. The student has not been transitioned or exited;
2. It is the student’s first year of enrollment in U.S. schools.

An EL student is considered to be in the first year of enrollment in U.S. schools or “recently arrived” if (a) the student’s “Immigrant date” (a field in the EL database) is less than 1 year from the last day of the DeSSA ELA test window, SAT test day, or DeSSA-Alt ELA test window (whichever test the student is to take) or (b) the student has been enrolled in a US state school from a US territory such as Puerto Rico less than 1 year from the last day of the DeSSA ELA test window, SAT test day, or DeSSA-Alt ELA test window (whichever test the student is to take)

The DDOE defines recently arrived ELs as an EL whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive).

The decision to grant an exemption is made on an **individual** basis.

The Following is an excerpt of the [Delaware Test Administration Policy for ELs](#).

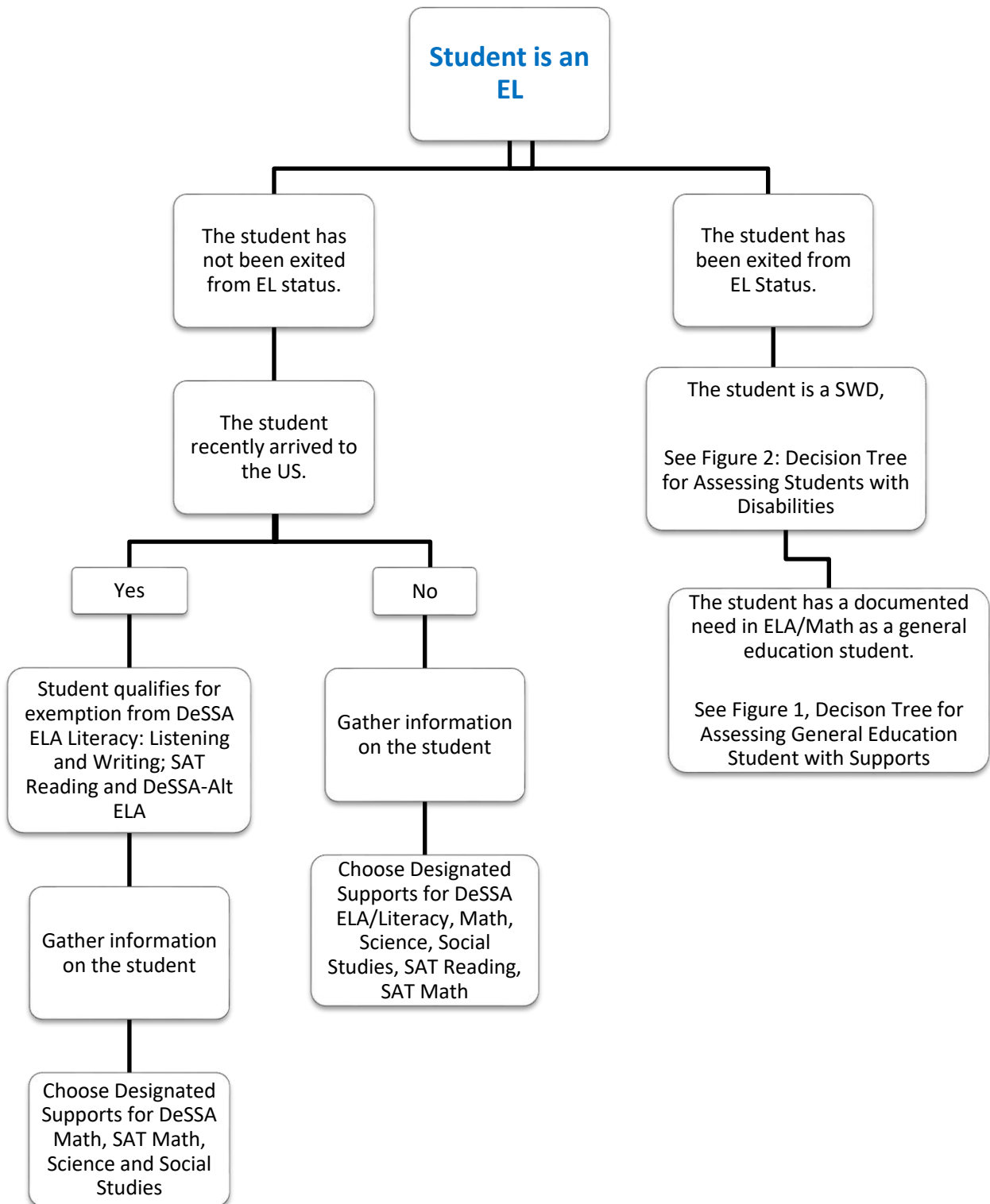
Identified ELs born in United States and EL territories
<ul style="list-style-type: none">• Can receive an exemption from ELA the 1st year.• Participates in DeSSA assessments following all the standard procedures the 2nd year onward.
Valid Exemptions
<ul style="list-style-type: none">• 1st Year EL (for DeSSA ELA)• Distance to an off-site location is an extreme burden on the sending LEA.• Limited capacity with sending LEA or receiving LEA.• Secure computer not available at receiving institution.• Student has a documented health concern.• Student is newly enrolled and start date is within the last two weeks of the testing window.

DOE Accountability Screen

1. Any student who is identified as an EL exempt 1st year will be identified in the DOE Accountability Screen.
2. Review Student Information to make sure all students are correctly identified.
3. If a student who is from Puerto Rico or another US territory does not have a date entered, the flag in the DOE Accountability Screen must be manually updated.
4. All flags for ELs will only be granted exemptions based on the flag set on this screen.

The Department of Education expects that a student's accommodations and supports on the Accessibility Form and entered in the TIDE/DLM/PAN database will be available, offered, and provided on the days of testing.

Figure 3. Decision Tree for Assessing English Learners



STUDENTS WITH DISABILITIES WHO ARE ALSO ENGLISH LEARNERS (SWD/EL)

This section will inform the participation decision for students who are dually identified as students with disabilities and as English learners (SwD/EL).

Identification of Dually Identified Students (SwD/EL)

All new students should be screened as potential ELs. If students qualify for both EL and SwD services, they must be provided both types of service. Students who receive both types of services may receive all three levels of Accessibility Features and supports in the classroom and on state assessments.

Eligibility for Accommodations

The decision trees on pages 15 and 20 give guidance on the steps in the decision regarding identification of and assessment of students with disabilities and English learners, respectively.

Two groups of educators are involved in selecting instructional and testing accommodations for a SwD/EL student—the IEP team or 504 Committee and the EL instructional team. It is recommended that these teams work cohesively to ensure the most informed and appropriate testing accommodations for the student. When the two groups meet in isolation, they may make contradictory decisions about accommodations which cause logistical and preparation problems for the student and the instructors.

Students who are dually identified as SwD/EL, but withdrawn from EL services by the parent or guardian, are eligible for EL accommodations despite the parent’s withdrawal from services.

Participation and Exemption Decisions

Students who are dually identified must take content area tests in reading and mathematics to measure academic achievement and must also take tests in reading, writing, speaking, and listening to measure English language acquisition.

To measure academic achievement, students take either the general assessments or the alternate assessments. The decision regarding whether to take the general test or the alternate test is made separately for each individual content area. SwD/ELS may be eligible for an exemption from ELA and SAT testing if they are recently arrived to the country (see pages 17 and 18).

The Accessibility Form (Appendix A-1) must be completed for each SwD/EL student and entered into TIDE/DLM. Copies should be placed in the student, district, or school file prior to the administration of the test.

The Department of Education expects that a student’s accommodations and supports on the Accessibility Form and entered in the TIDE/DLM/PAN database will be available, offered, and provided on the days of testing.
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SECTION III: DeSSA CONTENT ASSESSMENTS

(DeSSA ELA, Math, Science and Social Studies)

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- [Appendix A-11: Multiplication Table](#)

ACCESSIBILITY LEVELS OVERVIEW

Through a combination of universal design principles and computer embedded accessibility features, Delaware has designed an inclusive assessment system by considering accessibility from initial design through item development, field-testing and implementation of the assessments for all students.

Although some Students with Disabilities may need additional accommodations to demonstrate what they know and can do, the computer-embedded accessibility features should minimize this need. This will ensure the inclusive, accessible and fair testing of the diverse students being assessed.

The Accessibility Features have been separated into different Levels to clearly outline which students are able to access/use each of the features. The chart below shows how each of these levels relate to one another. Smarter Balanced has released its [Guidelines: Frequently Asked Questions](#) to assist districts and schools with understanding the universal tools, designated supports, accommodations available for the DeSSA ELA and Math. There are also FAQs that pertain specifically to ELs and SWDs.

Accessibility Levels Available During Testing



Level 1: Universal Tools/Features

On the Delaware computer-based assessments, universal tools are features or preferences that are built into the assessment system and are available for all students taking Delaware’s State Tests.

Students should be familiar with these features prior to testing and should have the opportunity to select and practice using them in order to appropriately use these features on test day at their discretion during testing. In most cases the Test Administrator does not need to do anything for a

student to access these (such as “highlighting” text in a passage.) In other cases the Test Administrator may need to ensure a student receives a Universal Feature (such as preferential seating).

The Universal Tool/Features can be indicated on the Accessibility Form found in Appendix A-1. Level 1 Embedded features cannot be entered into TIDE/PAN (they are available by default). Non-embedded Universal Tools can be entered into TIDE/PAN and provided externally by test administrators.

Since these features are available for all students, they are not classified as supports (level 2) or accommodations (level 3).

NOTE: It is not required to complete the Universal Tools page of the accommodations form in order for a student to receive Universal Tools; however, for some students a team may decide to complete this to ensure a student receives the feature during testing.

Level 2: Designated Supports

A relatively small number of students will require additional features for their particular needs (for example, changing the background or font color). Providing too many tools on screen might distract some students. Therefore, designated features will need to be selected ahead of time based on the individual needs and preferences of the student. Students should practice using these features and understand when and how to use them.

Level 2 features are available to the following students:

- Students who have IEPs or 504 plans
- Students who are identified as English Learners
- Students who are identified as English Learners and have an IEP or 504 plan
- Students who have been determined to need extra support (“general education student receiving supports”)

Designated supports are divided into two types:

- 1) Embedded designated supports; and
- 2) Non-embedded designated supports.

Embedded supports are available as part of the student testing interface. They are enabled by entering the appropriate information into TIDE/PAN. Non-embedded supports are not part of the student testing interface so test administrators must provide them locally. Both of these can be found on the Accessibility Form located in Appendix A-1. Descriptions for each can be found in Appendix A-2.

Level 2 Designated Supports must be entered onto the Accessibility Form and into TIDE and/or PAN for the student to receive the support indicated.

Level 3: Accommodations

While all students can use the universal tools (Level 1) and designated supports (Level 2) embedded within the test, some students may need testing accommodations to access the tests and show what they know.

Level 3 features are available to the following students:

- Students who have IEPs or 504 plans
- Students who are identified as English Learners and have an IEP or 504 plan

DeSSA tests accommodations are adjustments to the testing conditions, test format or test administration, which provide equitable access during assessments for students with disabilities. **The administration of the assessment should never be the first occasion in which an accommodation is introduced to the student.** Accommodations must be familiar to the student and used in the classroom to support instruction.

To the extent possible:

Accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and,
- Not compromise the integrity or validity of the assessment.

Accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly on assessments and to demonstrate their knowledge and skills;
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting or availability of staff;
- Teams should base accommodations on a documented need in the instruction and assessment setting and educators should not provide accommodations in order to give the student an enhancement that others could view as an unfair advantage;
- IEP teams and 504 Plan coordinators should describe and document accommodations for students with disabilities in the student's appropriate plan (i.e., either the IEP or 504 Plan);
- Educators should not introduce accommodations to the student for the first time during testing;
- If allowable, students also should use accommodations used during instruction on district assessments and state tests.

The *Guidelines* help ensure valid and reliable scores on Delaware's State Tests and that students who receive accommodations are not given an unfair advantage over their general education peers. Changes to an accommodation or the conditions in which it is provided outside of the *Guidelines* may change what the test is measuring, and will likely call into question the reliability and validity of the results regarding what a student knows and is able to do, as measured by the test.

Level 3 Accommodations must be entered onto the Accessibility Form and into TIDE and/or PAN for the student to receive the accommodation indicated.

Accommodations and Supports for DeSSA ELA and Math Testing

Embedded Accommodations and Supports

All student accommodations and supports should be verified in TIDE (Test Information Distribution Engine) **prior** to launching a student's test, then verified again in the test administrator interface when the student is being checked into a test.

There are two categories of accommodations and supports:

1. **Embedded Accommodations and Supports.** *Accommodations that must be delivered by the online system.* For example: Text-to-Speech and Spanish-English Stacked.
2. **Non-Embedded Accommodations and Supports.** *Accommodations provided by the school.* For example: translator, enhanced lighting, or preferential seating.

Can an embedded accommodation or support be changed mid-test?

Accommodations and supports can be edited while a student is paused in mid-test. However, if the test is paused for more than 20 minutes, the student will not be able to access any previously completed items with the edited accommodations. After 20 minutes, the student will only be able to access items from the point in the test at which it was paused.

If an accommodation or support is missing from TIDE or PAN, most likely the accommodation or support was not entered into TIDE. At that point it is necessary to pause the student's test and contact the District or School Accommodations manager or District or School Test Coordinator to have edits made to the student's TIDE record.

There are several accommodations, however, which cannot be changed mid-test. These include:

- American Sign Language (embedded videos)-
- Streamlining
- Closed-Captioning
- Braille
- Permissive Mode
- Translations (Glossaries)

If one of these accommodations must be modified mid-test, this is considered a security irregularity, regardless of how many items the student answered, and the test must be **"reset."**

In order to reset a test, the District test coordinator must submit, via the DOE Help Desk (KACE), an incident report requesting a "test reset." A test reset deletes the student's initial attempt and replaces it with a new, unlaunched attempt. The District test coordinator will receive a notification that the test has been reset. The Accommodations manager must edit the student's TIDE record to deliver the updated accommodations or support. *This can be avoided by verifying all accommodations and supports in the TIDE system prior to launching the test.* The student **must** take the reset test opportunity. The same participation rules apply to the reset opportunity as to all other test opportunities.

Test Reset Criteria for DeSSA ELA and Math

If this	DO this	Security Level
Accommodation changes:		
Change to accommodations/supports on a CAT when Student has been presented with five items or fewer .	Pause student test. Change accommodations/supports. There is no need to submit a report or reset in DOE Help Desk (KACE)	N/A
District makes a change to accommodations/supports on a CAT while student test is paused, when Student has been presented with more than five items .	Re-launch student test after making changes.	Irregularity
District makes a change to accommodations/supports on a PT while student test is paused, when Student has been presented any number of items in a performance task.	Re-launch student test after making changes. Submit an incident report in DOE Help Desk (KACE). Choose “irregularity” for security category in DOE Help Desk (KACE).	Irregularity

Please refer to the Test Security Manual, and the DeSSA Test Administration Manuals for the rules regarding test resets.

Can a non-embedded DeSSA accommodation be changed mid-test?

If the incorrect or missing DeSSA accommodation or support falls into the category of non-embedded accommodations or supports, staff may proceed with the test providing the correct accommodations and supports. As soon as possible, the DeSSA TIDE database must be updated to reflect the test accommodations and supports usually delivered to the student.

Note, however, that the student’s final test score record will be transmitted to DOE with a record of the accommodations and supports that were active in the vendor’s TIDE database during the test administration, whether the student actually used those non-embedded accommodations and supports or not.

Accommodations and Supports for DeSSA Science and Social Studies Testing

The DeSSA Social Studies and Next Generation Science online tests contain universal tools that will be available to all students. They also include accommodations that will be available only to those students with the accommodation documented in their IEPs or 504 plans. Universal tools and accommodations are defined in Appendix A-2.

Some specific accommodations such as TTS+Graphics may be set only by the DDOE state user role. Complete Appendix B-2 and submit to the DOE Help Desk.

Table 1: Supports Available as Checkboxes in TIDE and PAN

Universal	TIDE	PAN	Designated Supports	TIDE	PAN	Accommodations	TIDE	PAN
Embedded			Embedded			Embedded		
Answer Eliminator		Y	Color Choices	Y		American Sign Language	Y	Y
Answer Masking		Y	Disable Universal Tools	Y		Braille	Y	
Breaks/Pause	Y	Y	Masking	Y		Braille Transcript	Y	
Calculator	Y		Permissive Mode	Y		Closed Captioning	Y	
Digital Notepad	Y	Y	Spanish		Y	Emboss	Y	
English Dictionary	Y		Streamline	Y		Mouse Pointer	Y	
English Glossary	Y		Text to Speech	Y		Print on Request	Y	
Expandable Passages	Y		Translation of Key Terms		Y	Text to Speech	Y	
Five Function Calculator		Y	Translated Test Directions	Y		Non-Embedded		
Global Notes	Y		Translations - Glossaries	Y	Y	Abacus	Y	
Highlighter	Y	Y	Non-Embedded			Alternate Response	Y	Y
Keyboard Navigation	Y	Y	Amplification/Assist List Device	Y	Y	Arithmetic Table	Y	
Line Reader	Y	Y	Bilingual Dictionary	Y	Y	Braille	Y	
Magnifier	Y	Y	Color Contrast	Y		Calculator	Y	
Mark for Review	Y	Y	Color Overlays	Y	Y	Chunking/Highlighting	Y	
Math Tools	Y		EL 1st year Exemption	Y		Human Interpreter – VC	Y	Y
Notepad	Y	Y	Human Read Aloud	Y	Y	Human Read Aloud	Y	
Spell Check	Y	Y	Human Interpreter - NL	Y	Y	Hundreds Table	Y	
Strikethrough	Y		Interpret/Translate Orally	Y		Large Print	Y	Y
Text-to-Speech	Y	Y	Magnification	Y		Math Manipulatives	Y	
Thesaurus	Y		Medical Supports	Y	Y	Multiplication Table	Y	
Writing Tools	Y	Y	Noise Buffers	Y		Physical Assistance fr TA	Y	
Embedded			Paper/Pencil			Scribe for SWD/EL	Y	
Breaks (Frequent Breaks)	Y	Y	Scribe for EL/Gen Ed	Y	Y	Scribe - Injury	Y	Y
English Dictionary	Y		Separate Setting	Y	Y	Speech-to-Text	Y	
Familiar Test Administrator	Y	Y	Simplify directions - English	Y		Word Prediction	Y	
Modified Lighting	Y		Simplify directions in NL	Y				
Refocus	Y	Y	Translated Test Directions- Print	Y				
Scratch/Blank/Grid Paper	Y	Y	Translations - Glossary	Y				
Small Group	Y	Y	Unique Accommodations	Y	Y			
Specialized Equip/ Furniture	Y	Y	Whisperphone	Y				
Specified Area or Seating	Y	Y						
Thesaurus	Y							
Time of Day	Y							
Whiteboard/Assistive Devices	Y	Y						

Embedded: Provided by the Test Delivery System

Non-Embedded: Provided outside the Test Delivery System

Level 1: Universal							Level 2: Designated Supports						
Embedded	A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST	Embedded	A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST
None	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None (Disable Universal Tools)	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer Eliminator	1	-	-	-	Y	Y	Color Choices (Black on White)	4	Y	Y	Y	-	-
Answer Masking	1	-	-	-	Y	Y	Black on Rose		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Breaks/Pause (Resume Restriction)	1	Y	Y	Y	Y	Y	Blue		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Calculator	1	-	-	Y	-	-	Gray		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Digital Notepad	1	Y	Y	Y	Y	Y	Green		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
English Dictionary	1	Y	Y	Y	-	-	Light Blue		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
English Glossary	1	Y	Y	Y	-	-	Light Gray		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Expandable Passages	2	Y	Y	-	-	-	Light Green		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Five Function Calculator (Gr.8, HS)	2	-	-	-	Y	-	Light Magenta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Global Notes	2	-	Y	-	-	-	Light Yellow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Highlighter	2	Y	Y	Y	Y	Y	Medium Gray on Light Gray		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Keyboard Navigation	2	Y	Y	Y	Y	Y	Reverse Contrast		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Line Reader	2	Y	Y	Y	Y	Y	Yellow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Magnifier	2	-	-	-	Y	Y	Yellow on Blue		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Mark for Review	2	Y	Y	Y	Y	Y	Masking	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Math Tools	2	-	-	Y	-	-	Permissive Mode	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Notepad	2	-	-	-	Y	Y	Spanish	5	-	-	-	<input type="checkbox"/>	<input type="checkbox"/>
Spell Check	2	Y	Y	Y	Y	Y	Streamline	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Strikethrough	2	Y	Y	Y	-	-	Text to Speech	5					
Text-to-Speech	2	-	-	-	Y	Y	Passage/Stimuli Items		-	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Thesaurus	2	Y	Y	Y	-	-	Items		<input type="checkbox"/>	-	-	-	-
Writing Tools	3	Y	Y	Y	Y	Y	Translation of Key Terms	5	-	-	-	<input type="checkbox"/>	<input type="checkbox"/>
Zoom	3	Y	Y	Y	Y	Y	Translated Test Directions	5	-	-	<input type="checkbox"/>	-	-
Non-Embedded							Translations – Glossaries English	5	Y	Y	Y	-	-
None		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arabic & English		-	-	<input type="checkbox"/>	-	-
Breaks (Frequent Breaks)	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arabic		-	-	<input type="checkbox"/>	-	-
English Dictionary	3	-	<input type="checkbox"/>	-	-	-	Cantonese & English		-	-	<input type="checkbox"/>	-	-
Familiar Test Administrator	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cantonese		-	-	<input type="checkbox"/>	-	-
Modified Lighting	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Filipino & English		-	-	<input type="checkbox"/>	-	-
Refocus	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Filipino		-	-	<input type="checkbox"/>	-	-
Scratch/Blank/Grid Paper	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hmong & English		-	-	<input type="checkbox"/>	-	-
Small Group	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hmong		-	-	<input type="checkbox"/>	-	-
Specialized Equip/ Furniture	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illustration	4	-	-	<input type="checkbox"/>	-	-
Specified Area or Seating	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illustration & English		-	-	<input type="checkbox"/>	-	-
Thesaurus	4	-	<input type="checkbox"/>	-	-	-	Korean & English		-	-	<input type="checkbox"/>	-	-
Time of Day	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Korean		-	-	<input type="checkbox"/>	-	-
+ Whiteboard/Assistive Devices	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mandarin & English		-	-	<input type="checkbox"/>	-	-

Level 2: Designated Supports							Level 2: Designated Supports						
Embedded	A-2 DESC	ELA	ELA-PT	MATH	SCI	SOC ST	Non-Embedded	A-2 DESC	ELA	ELA-PT	MATH	SCI	SOC ST
Mandarin		-	-	<input type="checkbox"/>	-	-	Unique Accommodation	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punjabi & English		-	-	<input type="checkbox"/>	-	-	WhisperPhone®	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Punjabi		-	-	<input type="checkbox"/>	-	-	Level 3: Accommodations						
Russian & English		-	-	<input type="checkbox"/>	-	-	Embedded						
Russian		-	-	<input type="checkbox"/>	-	-	None	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somali & English		-	-	<input type="checkbox"/>	-	-	American Sign Language Video	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somali		-	-	<input type="checkbox"/>	-	-	Braille	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish & English		-	-	<input type="checkbox"/>	-	-	Contracted		<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
Spanish		-	-	<input type="checkbox"/>	-	-	Uncontracted		<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
Ukrainian & English		-	-	<input type="checkbox"/>	-	-	Nemeth		-	-	<input type="checkbox"/>	-	-
Ukrainian		-	-	<input type="checkbox"/>	-	-	Braille Transcript (ELA List Passages)	9	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
Vietnamese & English		-	-	<input type="checkbox"/>	-	-	Closed Captioning	9	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
Vietnamese		-	-	<input type="checkbox"/>	-	-	Emboss (passages/stimuli/items)	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Translations – Stacked (Spanish)	5	-	-	<input type="checkbox"/>	-	-	Emboss Request Type On-Request	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Zoom Choose: <input type="checkbox"/> 1x <input type="checkbox"/> 1.5x <input type="checkbox"/> 1.75x <input type="checkbox"/> 2.5x <input type="checkbox"/> 3x <input type="checkbox"/> 5x <input type="checkbox"/> 10x <input type="checkbox"/> 15x	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Auto-Request		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
							N/A- not using refreshable Braille		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
							Mouse Pointer	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
							***Print on Request Passage/Stimuli/Items	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Non-Embedded						Passage/Stimuli		<input type="checkbox"/>	-	-	-	-	
None	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Items		<input type="checkbox"/>	-	-	-	
Amplification/Assist. Listening Device	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text-to-Speech Passages	10	<input type="checkbox"/>	-	-	-	-
Bilingual Dictionary	6	-	<input type="checkbox"/>	-	<input type="checkbox"/>	<input type="checkbox"/>	Text-to-Speech w/ Graphics	10	-	-	-	<input type="checkbox"/>	<input type="checkbox"/>
Color Contrast (printed)	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Non-Embedded						
Color Overlays	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EL 1st year Exemption	7	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	Abacus	10	-	-	<input type="checkbox"/>	-	-
EL First Year Exception****	7	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	Alternate Response	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Y	Y
Human Interpreter Native Lang	7	-	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arithmetic (grades 4-11)**	11	-	-	<input type="checkbox"/>	-	-
Human Read Aloud Items only	7	<input type="checkbox"/>	-	-	-	-	Braille (P/P)	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passage/Stimuli/Items		-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Calculator (handheld adaptive)	11	-	-	<input type="checkbox"/>	-	-
Spanish		-	-	<input type="checkbox"/>	-	-	Human Interpreter – Visual Comm	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret/translate orally - directions	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Human Read Aloud – passages	11	<input type="checkbox"/>	-	-	-	-
Magnification (via external device)	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Hundreds Table (grades 4-11)**	12	-	-	<input type="checkbox"/>	-	-
Medical Supports	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise buffers	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Paper/Pencil	12	-	-	-	<input type="checkbox"/>	<input type="checkbox"/>
Paper/Pencil test	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Math Manipulatives	12	-	-	<input type="checkbox"/>	-	-
Scribe for EL or Gen Ed	8	<input type="checkbox"/>	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiplication Table (grades 4-11)**	12	-	-	<input type="checkbox"/>	-	-
Separate Setting in school	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+ Physical Assistance from TA	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Y	Y
Separate Setting Not in School	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scribe for SWD/ SWD/EL	12	-	<input type="checkbox"/>	-	-	-
Simplify directions in English	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	Scribe – injury	12	Y	Y	Y	Y	Y
Simplify directions in Native Lang	8	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	Speech-to-Text (used in Permissive Mode)	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
Translated Test Directions - Print	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	+ TA acts as ASL to English Dictionary	13	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
Translations –Glossary – P/P	9	-	-	<input type="checkbox"/>	-	-	Word Prediction	13	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-

Appendix B-1: Text to Speech/Human Reader Request Form

Directions: The text to speech (TTS) and human reader accommodations **for reading passages for the ELA CAT portion** and/or **text to speech w/ graphics for Science and Social Studies** as with all accommodations must be an integral component of the student's daily instruction. **The IEP Team must verify that TTS or Human Reader is provided in the classroom to enable the student access to grade level content.**

Completion Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Implementation Date:	
Request is for: (select all that apply)	<input type="checkbox"/> Text to Speech (ELA Passages) <input type="checkbox"/> Human Reader (ELA Passages) Text to Speech w/ Graphics for: <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Biology

Answering YES to all the statements below is required to request use of these supports.

There is documented evidence that the student is unable to read grade level instructional materials used by other students at a sufficient rate and with adequate comprehension relative to same age peers.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student requires specialized formats and routine instructional support including TTS or Human Reader.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student's IEP/504 Plan includes reading goal(s) and/or braille reading goal(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student receives Accessible Instructional Materials (AIM).	<input type="checkbox"/> Yes <input type="checkbox"/> No

Select the AIM Verification (attach with request): AIM Group A AIM Group B

Indicate the area(s) below where in the IEP TTS or Human Reader is a documented instructional support.

- In the Data Considerations (including "Other Factors")
- In the Statement of Services (top of Goal Pages)
- As a Condition to the Student's Goal(s)

Signature/Title _____ Date _____

Name (print) _____

Note: This documentation is to be kept in the student's file. **This form must be scanned and given to the District Test Coordinator to submit through the DOE Help Desk.** (DOE will respond within ten business days. Students may not be administered this accommodation without written approval from DOE. In the case of TTS, DOE will activate this accommodation in TIDE once approval has been granted.

Appendix A-2: DeSSA Accessibility Descriptions 2019-20 School Year

*** The [Smarter Balanced Resources and Practices Comparison Crosswalk](#) has been updated as of September 12, 2018. Many of the resources provided on the assessments are similar to those used during classroom instruction. This can assist educators by providing both a description of the resource and its classroom equivalent.

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Stimuli/ Passages	<p>These terms are used interchangeably within the document and essentially mean the same thing. The stimulus is anything that leads up to the question. It may be a description of something related to the test items. It could include a map or a diagram. A stimulus could be a short passage to help establish the premise of the items to follow.</p> <p>For the ELA assessment, the passage is the text that is on the left hand side of the screen. The only content area where the distinction between stimuli/passages and items are consequential is the DeSSA ELA CAT portion of the test. For the ELA CAT portion of the test, stimuli/passages can only be read (text-to-speech or human reader) IF previously approved by DOE. All other content areas (including the ELA PT), if the support is selected, all stimuli/passages and items can be read (text-to-speech or human reader).</p>
Items	Items refer to the actual question that is asked of the student. Items also include any response options or choices.
Level 1: Universal Tools	
Embedded (available through student testing interface)	
Answer Eliminator (PAN)	Allows the student to visually eliminate (with a red "x") one or more responses.
Answer Masking Answer Masking Video Link	Available for multiple-choice and multiple-select items only. Limits which answer choices a student sees. The student can turn masks on or off at any time. If specified in a student's Personal Needs Profile, multiple-choice and multiple-select answer choices are masked when the item is first presented
Breaks/Pause (Resume Restriction- PAN)	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 (exception is the Performance Task). 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 pause rules in Test Administrators Manual for details about length of time a student may pause and still be able to review items previously answered.
Calculator (grades 6-8 and 11)	An embedded on-screen digital calculator can be accessed for calculator- allowed items when students click on the calculator button. When the embedded calculator, as presented for all students, is not appropriate for a student, (ex: a blind student), the student may use a calculator offered for technology devices. (such as a talking or a braille calculator – see Non-Embedded Accommodations for students who cannot use the embedded calculator)
Digital Notepad (TIDE)	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 PT full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English 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 accommodation may result in the student needing additional overall time to complete the assessment. (Not for DeSSA-Math)

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Level 1: Universal Tools

Embedded (available through student testing interface)

Expandable Passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Five Function Calculator (PAN)	An embedded on-screen digital calculator can be accessed for calculator- allowed items when students click on the calculator button. Turned on for Grade 8 and HS Science. Not available for grade 5 or Social Studies
Global Notes (For DeSSA-ELA PT 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 (TIDE)	(TIDE) 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.
Highlighter (PAN)	Allows the student to choose a color to highlight a word or group of words. To activate the highlighter, the student can click and drag, double-click, or right-click on a word or section of a word and then drag to select further words. The student then selects a color.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.
Line Reader (TIDE)	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Line Reader (PAN) Line Reader Video Link	Provides an adjustable and moveable window through which the student can mask or hide a portion of the item.
Magnifier (PAN)	Allows the student to see a closer image of part of an item, mimicking an actual magnifying glass. The student can turn the magnifier on or off at any time.
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>DeSSA Item Specifications</i> indicate that one or more of these tools would be appropriate.
Notepad (PAN)	Allows the student to type notes while testing. A maximum of 5,000 characters may be entered.
Spell Check	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 DeSSA 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. PAN – only available for constructive response items/open-ended questions. Students will see a red line below the incorrectly spelled word.
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.
Text-to-Speech – Text Only* Text-to-Speech – Text Only video (PAN)	Reads aloud the text of items and stimuli/passages (excluding simulations) through embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. <i>*Text-to-Speech—Text Only will be available on all forms except for Spanish, American Sign Language, Braille and Paper-Pencil.</i>
Thesaurus	A thesaurus is available for the full-write portion of an ELA/Lit Performance Task. The use of this tool may result in the student needing more time to complete the assessment.

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Level 1: Universal Tools

Embedded (available through student testing interface)

Writing Tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
Zoom	<p>A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 12 for most tests, 14 for grade 3 and 4. 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. To increase the default print size of the entire test the print size must be set for the student in the (TIDE) or set by the test administrator prior to the start of the test. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> <p>PAN – Zoom works on devices that allow zoom keyboard shortcuts. Users can zoom in and out on the screen.</p>

Non-Embedded (test administrator must provide)

Breaks (Frequent Breaks)	All students may take breaks as needed. The term “Frequent breaks” refers to multiple, planned, short breaks during testing based on a specific student’s needs (for example, the student fatigues easily). During each break, the testing clock is stopped.
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.
Familiar Test Administrator	The student knows the test administrator and/or interpreter.
Modified Lighting	You may enter additional information about this on Appendix A-1.
Refocus	<p>Refocusing student’s attention to the test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts.</p> <p>Refocus should not in any way cue a student to return to a previous item or indicate that the student may have made an error. This would be considered a test security violation.</p>
Scratch/Blank/Grid Paper	<p>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.</p> <p>Passages/CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security.</p> <p>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.</p>
Small Group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students are typical. A “group” of one also is permissible. Small groups may be appropriate for human read–aloud, translated test administration, Whisperphone® or to reduce distractors for some students.
Specialized Equipment or Furniture	<p>Use of special equipment or furniture that are not electronic devices. Use of electronic devices that do not have access to WIFI. Use of special chairs, slantboards, reading guides, etc. does not require DOE approval. Low vision electronic devices, such as a Visio, do not need DOE approval as they do not access the Internet.</p> <p>Use of specialized electronic equipment such as a cell phone or other devices that access WIFI should be submitted as Unique Accommodation request to DOE for approval.</p>
Specified Area or Seating	Select this option to provide students with preferential seating or a specific area in the room for testing. Student is seated or placed in a location that is most beneficial for learning and assessment.

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Level 1: Universal Tools

Embedded (available through student testing interface)

Thesaurus	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.
Time of Day	Student should be tested during the time of day that is best for the student, e.g., only morning.
Whiteboards/Assistive Devices Use of Digital Graph Paper	As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (math window) are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar with the student and/or consistent with the child's IEP or 504 plan A student can use an assistive technology device or whiteboard. CAT: All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session whiteboards, and/or assistive technology devices must 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, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.

OPTION FOR LEVEL 2 AND 3

Embedded and Non-Embedded

No Accommodations or Supports	After careful consideration, no accommodations and supports have been selected for the student. If "none" is selected at the top of the menu choices, this does NOT also need to be selected	EL, SWD, 504, SWD/EL
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Level 2: Designated Supports

Embedded (available through student testing interface)

Color Choices/Contrast (indicate choice)	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. The test administrator must set this in the TA interface.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Disable Universal Tools	Disabling any universal accessibility tools that might be distracting or which students do not need to use, or are unable to use. Tools must be turned off one by one by the TA at the time of test administration. Tools that can be switched off include Highlighting, Strikethrough, Expandable Passages, Mark for Review, and Global Notes. (DeSSA only and must be done by TA at time of testing)	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Illustration Glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided selected construct-irrelevant terms for math. Illustrations for these items appear on the computer screen when the students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen. Can also be provided as a non-embedded support.	Gen Ed with Supports, EL, SWD, 504, SWD/EL Deaf/Hard of hearing
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.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Permissive Mode	Permissive Mode must be selected if accommodations requiring additional software is to be used, i.e. Speech to Text software, ZoomText (magnification) software, or other software to support Alternate Response accommodation.	Gen Ed with Supports, EL, SWD, 504, SWD/EL

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Level 2: Designated Supports

Embedded (available through student testing interface)

Spanish	Items on Spanish forms will be translated from English to Spanish. The user interface of TestNav will remain in English.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Streamline	This is streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. This may benefit students who have specific or reading disabilities, and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Text-to-Speech (TTS)	Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. <u>TTS for Questions and stim/passages for ELA PT, Math CAT, and Math PT can be selected by school and district staff.</u> TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred but there are some students for which TTS can be difficult for them to use or they are not familiar with it. 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.	TTS <u>Questions/</u> <u>Stim/Passage</u> for these content areas is for Gen Ed with Supports, EL, SWD, 504, SWD/EL
Translation of key terms (PAN)	Terms that have been identified for translation will be available in Arabic, Haitian Creole, Korean, or Mandarin Chinese as specified in the student's Personal Needs Profile.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Translated Test Directions (Math only)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support. Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English. (To enter in TIDE, click Language under Designated Supports: Embedded)	EL, SWD/EL
Translations - Glossaries	For Math items. Translated glossaries are a language support. 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 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. For ELA – only choice is English Glossary	EL, SWD, 504, SWD/EL
Translations- Stacked (for math items)	For ELA CAT and ELA PT the only option available is Braille. 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. Available for Spanish/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 assessments regardless of the language This support will increase the reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. (To enter in TIDE, click Language under Designated Supports: Embedded)	EL, SWD/EL

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Level 2: Designated Supports

Embedded (available through student testing interface)

Zoom/Print Size – indicate level 1-7	<p>A tool for making text or other graphics in a window or frame appear larger on the screen. 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. To increase the default print size of the entire test (from 1.5X to 20.0X 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. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> <p>Level 0 = default size Level 1 = ~1.0x, 1.5X Level 2 = ~ 1.75X Level 3 = ~2.5X Level 4 = ~3X Level 5 = ~5x Must use with streamlined mode Level 6 = ~10x Must use with streamlined mode Level 7 = ~15x Must use with streamlined mode Level 7= ~20x Must use with streamlined mode</p> <p>The selected print size becomes the default for all stimuli and items in that student's test. NOTE: There may be some graphics with text that is smaller than the selected size. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual items. Note: The default font size is 12 point for most tests. Grade 2, 3 and 4 tests have a default font size of 14 point.</p>	Gen Ed with Supports, EL, SWD, 504, SWD/EL
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Level 2: Designated Supports

Non-Embedded (test administrator must provide)

Amplification/ Assisted Listening device	<p>The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. ELA PT, Math</p>	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Bilingual dictionary (for ELA performance task full writes)	<p>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. ELA PT</p>	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Color Contrast – Printed	Test content of online items may be printed (using Print on request) with different colors.	Gen Ed with Supports, EL, SWD, 504, SWD/EL

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Level 2: Designated Supports

Non-Embedded (test administrator must provide)

Color Overlays	Color transparencies are placed over a paper-based assessment.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
EL 1 st Year Exemption from DeSSA Reading, Listening, Writing/SAT	An exemption from the reading/ writing/ listening and SAT tests. Students in grades 2-12 enrolled in U.S. schools less than one year. Students are eligible if, as of the final date of the test window, the student has been enrolled in U.S. schools for less than one year (the date entered in the “immigrant date” field in the EL database is less than 365 days prior to the final date of the test window). An EL student is considered to be in the first year of enrollment in U.S. schools if the student is new to the U.S., OR, if the student has entered and withdrawn from U.S. schools to leave the country multiple times, the most recent date of enrollment in U.S. schools is immediately preceded by at least a 90-day time period out of the U.S. and which falls within the academic year (excludes June, July, and August) in the “immigrant date” field in the EL database. Complete an EL First Year Exception Request – for ELs previously tagged in TIDE for an exemption but who left and returned under 12 cumulative months.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Human Interpreter – Native Language (DOE Approval Required)	Provide a native language translator to translate test questions (including multiple-choice options) into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator must be proficient in the native language. See Appendix C-6 for the Protocol for Native Language Translator. (see Appendix C-4)	Native Language: Gen Ed with Supports, EL, SWD, 504, SWD/EL
Human Read Aloud Items/Stimuli	Text is read aloud to the student by a human reader. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. Members can refer to the <i>Guidelines for Choosing the Read Aloud Accommodation</i> when deciding if this accommodation is appropriate for a student. Human read aloud for Questions and stim/passages for ELA PT, Math CAT and Math PT, can be selected by school and district staff. TTS and Human Read Aloud are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations.	Human Read Aloud Questions/Stim/Passage for these content areas is for Gen Ed with Supports EL, SWD, 504, SWD/EL
Human Reader in Spanish - stimuli & items on Spanish Stacked - Math	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in Appendix C-8 of this guidelines. All portions of the content may be read aloud.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Illustration Glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided selected construct-irrelevant terms for math. Illustrations for these items appear on the computer screen when the students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen. Recorded on Appendix A-1 under Translations – Glossaries	Gen Ed with Supports, EL, SWD, 504, SWD/EL Deaf/Hard of hearing
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support. ELA, Math	SWD, 50, SWD/EL

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Level 2: Designated Supports

Non-Embedded (test administrator must provide)

Medical Supports	<p>Students may have access to an electronic device for medical purposes. (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during the test session.</p> <p>Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. The use of electronic devices may require a separate setting to avoid distracting other test takers and to ensure test security.</p> <p>** Complete a Unique Accommodations request form. DOE Approval Required.</p>	Available to All students with a medical need.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Paper/Pencil test	<p>Test is presented in a fixed form, paper/pencil format. To be used only when “print on demand” is not practical due to student’s testing location or student’s access needs. Includes the use of a hand-held calculator in the case of math.</p> <ul style="list-style-type: none"> Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt 	Gen Ed with Supports EL, SWD, 504, SWD/EL AND All Homebound
Scribe – All items <u>except</u> writing items on ELA PT	For ELA <u>non-writing</u> items, math items, science and social studies. Students may not have scribe during writing items. Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified (see Scribe Guidance training on the Special Populations page), and must follow the administration guidelines provided in the Accessibility Guidelines, Appendix A-6.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Separate Setting in School	Test location is altered so that the student is tested in an in-school setting different from that made available for most students.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Separate Setting Not in School	<p>Test location is altered so that the student is tested in a non-school setting different from that made available for most students.</p> <ul style="list-style-type: none"> Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt 	Gen Ed with Supports, EL, SWD, 504, SWD/EL and/or Homebound
Simplify Directions in English	<p>Simplifying or paraphrasing test administration directions ONLY in English. Test administration directions include any directions that are in the script and are NOT associated with any one specific test item, options, or reading passage. The DeSSA <i>Simplified Directions Protocol</i> is provided in Appendix A-9 of these Accessibility Guidelines.</p>	Gen Ed with supports, EL, SWD, 504, SWD/EL
Simplify Directions in Native Language	<p>Simplifying or paraphrasing test directions ONLY in native language. (Directions that are NOT part of a test question or reading passage may be simplified/paraphrased.) Interpreter/test administrator must be proficient in the native language. Simplifying or paraphrasing of test questions and reading passages on the reading test are not permitted. Not for DeSSA mathematics</p>	Gen Ed with supports, EL, SWD, 504, SWD/EL
Translated Test Directions – Print	<p>Test vendor provides a PDF of directions translated in each of the languages currently supported.</p> <p>**Note Spanish is available as an embedded support</p>	Gen Ed with supports, EL, SWD, 504, SWD/EL

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Level 2: Designated Supports

Non-Embedded (test administrator must provide)

Translations – Glossaries – Paper/Pencil - Math only	For Math items on the paper/pencil test. 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	Gen Ed with supports, EL, SWD, 504, SWD/EL
Unique accommodation (DOE Approved)	This feature is available to all students who meet the criteria to use Designated Supports. Support or accommodation not listed in these Guidelines for DeSSA. By application to DOE only.	Gen Ed with supports, EL, SWD, 504, SWD/EL
Whisperphone®	School provides a Whisperphone®, which student may use to read the test to himself. Seating for students using this accommodation must be widely spaced apart so that reading does not disturb other students or in a separate setting.	Gen Ed with supports, EL, SWD, 504, SWD/EL

Level 3: Accommodations

Embedded (available through student testing interface)

American Sign Language Video (TIDE) American Sign Language video	ELA Listening and Math items are 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. (For Listening items only.) 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.	SWD, 504, SWD/EL
Braille	Braille materials can be entered into TIDE as contracted, uncontracted or Nemeth. (See Braille in Accommodations Non-Embedded)	SWD, 504, SWD/EL
Braille Transcript (ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA <ul style="list-style-type: none"> • EBAE contracted • EBAE uncontracted • UEB contracted • UEB uncontracted 	SWD, 504, SWD/EL
Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	SWD, 504, SWD/EL
Emboss	Emboss allows the relevant portions of the test to be printed in a format in which a student who is using Braille is able to access the on-line content.	SWD, 504, SWD/EL
Emboss Request Type	Use with refreshable Braille. There are two types of settings for the Emboss Feature. Auto means that when a student reaches an item, it will automatically send a request to print the relevant information. Manual means that the student must request information to be printed.	SWD, 504, SWD/EL

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Level 3: Accommodations

Embedded (available through student testing interface)

Mouse Pointer (Size and Color)	This embedded support allows the mouse pointer to be set during registration to a larger size and also for the color to be changed and cannot be changed during administration. A test administrator sets the size and color of the Mouse Pointer prior to testing. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Ample opportunity to practice during daily instruction with the size and color needed to determine student preference. Mouse Pointer can be used with the Zoom universal tool. If students are using a magnification program, enlarged mouse pointer is built into magnification programs and may not be needed. Mouse Pointer Options: large black, ex-large black, large green, ex-large green, system default, large red, ex-large red, large white, ex-large white, large yellow, ex-large yellow.	SWD, 504, SWD/EL
Print on Request/Print on Demand	Paper copies of either passages/stimuli and/or items are printed for students. Student may request one or more test questions to be printed electronically from the online system for student to review on paper. All printed test material must be shredded at end of test session. (TA must approve each print request.) Print Request Exception: For a student who needs this feature and does not have an IEP/504 Plan; submit as a Unique Accommodation request to DOE Help Desk	SWD, 504, SWD/EL
Text-to-Speech (TTS) TIDE (DOE approval Required)	Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. TTS for ELA passages for the CAT portion of the assessment can only be activated by DOE. See Accessibility Guide for more information about the criteria for a student to use TTS for ELA Passages for the CAT portion of the assessment. TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred but there are some students for which TTS may be difficult to use or they are not familiar with it. This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. 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. **See additional guidelines in Appendix B-2	TTS for ELA passages for the CAT portion is for only SWD, 504, SWD/EL
Text-to-Speech – Text + Graphics (PAN) Text-to-Speech – Text + Graphics video	Text of items and stimuli/passages (excluding simulations) and descriptions of graphics are read aloud to the student via embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. To request this accommodation, complete Appendix B-1 and submit via DOE Help Desk. (Approval by DOE required)	SWD, 504, SWD/EL

Level 3: Accommodations

Non-Embedded (test administrator must provide)

Abacus	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.	SWD, 504, SWD/EL
Alternate Response	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	SWD, 504, SWD/EL

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Level 3: Accommodations		
Non-Embedded (test administrator must provide)		
Arithmetic Table ***(grades 4-11)	(Using paper-based arithmetic tables See Appendix A-10) *** Grade 3 student exception: A grade 3 student can use the arithmetic table if they have used it in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Submit a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Braille – Paper/Pencil	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). Nemeth Code is available for Math. Codes available on paper/pencil: ELA <ul style="list-style-type: none"> • EBAE contracted • EBAE uncontracted • UEB uncontracted • UEB contracted Mathematics <ul style="list-style-type: none"> • EBAE uncontracted with Nemeth • EBAE contracted with Nemeth • UEB uncontracted with Nemeth • UEB contracted with Nemeth • UEB uncontracted with UEB math • UEB contracted with UEB math. 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. The type of braille presented to the student (contracted or non-contracted) is set in ART, or member's comparable platform. The use of this accommodation may result in the student needing additional time. Refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Sci/SS– Braille version of Paper form – contracted Braille	SWD, 504, SWD/EL
Calculator – Handheld/ Adaptive	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.	SWD, 504, SWD/EL
Human Interpreter - Visual Communication (DOE Approval Required)	An adult with the necessary qualifications provides translation/interpretation of the math test using cued speech or signed English to a student with disabilities (IEP or 504). See Appendix C-6 for the Protocol for Native Language/Visual communication Translator. Reading passages may not be translated through visual communication. This support must be approved by DOE. See Appendix A-4	SWD, 504, SWD/EL
Human Read Aloud Passages (DOE Approval Required)	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. Human Read aloud for ELA passages for the CAT portion of the assessment can only be activated by DOE. Complete Appendix B-1. References: Appendix B-2 and Appendix A-7. See criteria for a student to use Human Read Aloud for ELA passages. TTS and Human Read Aloud are NOT interchangeable. Each must be selected separately. Consider carefully if a student needs both accommodations. TTS is preferred but there are some students for whom TTS can be difficult to use or for whom TTS is not familiar.	<u>Human Read Aloud for ELA passages for the CAT portion</u> is for only SWD, 504, SWD/EL students.

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Level 3: Accommodations

Non-Embedded (test administrator must provide)

Hundreds Table ***	A paper-based table listing numbers from 1 – 100 available from DeSSA for reference. Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. (grades 4-8 and 11) See Appendix C *** Grade 3 student exception: A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Permission must be submitted as a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Instructions and Items on Overhead Projector/Whiteboard	Presenting instructions and test questions (including multiple-choice options) via an overhead projector and transparencies; or presenting instructions and test questions by projecting online test onto screen or wall, or using interactive whiteboard. (Transparencies must be shredded after testing is complete.) Not available for DeSSA mathematics.	SWD, 504, SWD/EL
Multiplication Table*** (grade 4-8 and 11) (DeSSA Math)	A paper-based single digit (1-9) multiplication table will be available from Smarter-Balanced for reference. See Appendix A-10 *** Grade 3 student exception: A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Permission must be submitted as a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Math Manipulatives (DeSSA Math only) (Approval by DOE required)	Available for students who are tactile learners and who have a documented need through an IEP or 504 Plan and uses manipulatives to solve math tasks during classroom instruction. Manipulatives should not have any markings such as marked fraction blocks. Possible suggestions include: straws, unifix cubes, counting bears, etc. Submit a Unique Accommodation Request using Appendix A-3. Information on the kind of manipulative must be provided to ensure the tools being used does not change the construct of the test or provide an unfair advantage to grade-level peers.	SWD, 504, SWD/EL
Paper/Pencil (PAN)	Students taking paper-based forms will need to have their work transcribed into an online form by the test administrator.	SWD, 504, SWD/EL
Physical Assistance from a Test Administrator	Using physical assistance from a test administrator, such as direct assistance with turning pages, recording answers for the paper-pencil test (scribing) or navigating in electronic format.	Gen Ed with Supports, SWD, 504, SWD/EL
Scribe – All items (including writing items on ELA PT) TIDE	For ALL ELA Performance Task and full write, including on the SAT. For this type of scribe, students <u>may</u> have a scribe during writing items. 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 DeSSA Test Administration Manual also.	SWD, 504, SWD/EL
Scribe - Injury (Approval by DOE required)	A student who has sustained an injury and needs to have a scribe but does not have a documented need or who has not used this support during the school year. This is a unique accommodation request. Complete Appendix A-3 and submit to the DOE Help Desk.	Gen Ed with supports EL, SWD, 504, SWD/EL

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Level 3: Accommodations

Non-Embedded (test administrator must provide)

Speech-to-Text (STT)	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. 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.</p> <p>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.</p> <p>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. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> <p>**** Speech to Text Software See the Assistive Tech Guide</p>	SWD, 504, SWD/EL Gen Ed students with Supports
TA acts as ASL to English Dictionary	Test Administrator acts as an "ASL-to-English" dictionary for student, finger-spelling words for students, upon request, when responding to short answer questions. Test administrator must not sign in such a way as to "clue" or give away the answer to a question. Not for DeSSA mathematics.	SWD, 504, SWD/EL
Word Prediction	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p> <p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>	Documented Motor or Orthopedic Impairments, Severe Learning Disabilities

Appendix B-2: Guidelines for Choosing Text-to-Speech or Read Aloud

DeSSA ELA Summative and Interim Assessment Reading Passages for Students with Disabilities in Grades 3-5

The decision to provide a student in grades 3-5 with text-to-speech or human read-aloud accommodations for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. These accommodations are defined as follows:

Text-to-speech:

Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Read aloud:

Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *DeSSA Test Administration Manual* and *Read Aloud Protocol* in the *Manual's* appendix. Readers may read aloud some or all of the content to students.

The decision about providing either of these accommodations should be guided by a set of questions to determine whether it is appropriate to provide the *DeSSA* ELA reading passages via the embedded text-to-speech accommodation or the non-embedded human reader accommodation.

Background

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

For students in grades 3-5, the *DeSSA* ELA/Literacy claim integrates the ability to read and the ability to understand what was read. Providing ELA reading passages via text-to-speech or a human reader to students who do not meet specific criteria means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

1. The claims are identified in the content specifications for the *Smarter Balanced* ELA/Literacy assessment. The content specifications document is available at <http://www.smarterbalanced.org/smarter-balanced-assessments/>, under Content Specifications.
2. The *DeSSA* ELA assessment allows text-to-speech and read aloud for directions and ELA items as designated supports available to all students with documented needs. It also now allows text-to-speech and read aloud for ELA reading passages for those students with IEPs (Individualized Education Programs) that document the need for these accommodations for ELA reading passages.

There is minimal research on the numbers of students with disabilities in grades 3-5 who might need text-to-speech or read aloud assistance because of a disability that interferes with their ability to learn to decode and comprehend text. Some states have suggested that from 1% to 1.5% of their total student population may have a disability that severely limits or prevents them from decoding written text, while others indicate that the numbers are much smaller or much larger. These students may be those who are blind or have significant visual impairments but have not learned to read braille, and those students who have disabilities that have significant decoding or fluency challenges.

3. Because grades 3-5 are a critical time for students to learn to read and grow in their comprehension skills, it is important to obtain a good measure of these skills. Providing the text-to-speech and read aloud accommodations to students who do not need them because of their identified reading disability can have

negative consequences for instruction and for their growing decoding and comprehension skills. For example, some educators might assume that students who receive the text-to-speech or read aloud accommodation no longer need to be instructed on decoding and fluency skills, which is a clearly inappropriate assumption.

Only those students for whom it is appropriate to provide the DeSSA ELA reading assessment passages through text-to-speech or read aloud accommodations should receive them. Further, for those students receiving the read aloud accommodation, it is critical that the reader adhere to the DeSSA *Read Aloud Guidelines*. The guidelines are available at: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/Read-Aloud-Guidelines.pdf>.

The questions provided here are ones that can assist Individualized Education Program (IEP) decision-making teams in determining whether it is appropriate to indicate that students in grades 3-5 should be provided the reading passages for an ELA reading assessment via a text-to-speech or human read aloud accommodation. The questions should be answered by the student's teachers, and by the student himself or herself. Then, the IEP team can consider both the provided answers, along with other diagnostic information to make a decision about the provision of text-to-speech or read aloud accommodations for the DeSSA ELA assessment. A tool for documenting the responses to questions is provided in Table 1.

Questions for Teachers

1. *Is this student blind or does this student have a significant visual impairment? If so, is the student learning to read braille?*

3 Your state should be keeping track of the number of students receiving the text-to-speech or read aloud accommodation for ELA reading passages. It will provide additional professional development and guidance if it appears that too many or too few students may be using the accommodation for the DeSSA ELA reading assessment passages. Text-to-Speech and Read Aloud Decision Guidelines Page 3

A student who is learning to read braille should be assessed in grades 3-5 with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the DeSSA ELA reading assessment passages through text to speech or read aloud is appropriate.

2. *Does the student have a reading-based disability? Does the disability affect the student's decoding skills, fluency skills, or comprehension skills?*

A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches, as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2, and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the IEP team to consider the access effects of the use of the accommodation. The text-to-speech or read aloud accommodation is meant to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech or read aloud accommodation for the DeSSA ELA reading assessment in grades 3-5.

3. *Is the student an English language learner (EL)?*

An English language learner is a student who is learning how to read at the same time that he or she is learning English. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive text-to-speech or a read aloud accommodation for the DeSSA ELA reading passages. If the EL also has a reading-based disability (as defined in Question 2) or is blind, then the considerations for those disabilities would apply. Only students with an IEP or 504 accommodation plan are eligible to receive the text-to-speech or read aloud accommodation.

4. Does the student have other needs that might be accommodated by the provision of the text-to-speech or read aloud accommodation?

In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the text to speech or read aloud accommodation because it masks what the assessment is assessing.

Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the text-to-speech or read aloud accommodations for the ELA reading passages.

IEP teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the text-to-speech and read aloud accommodations to those students with true reading-based disabilities or blindness (for those who have not learned braille) and not providing to students with other learning needs, the system has documentation of the need to address the student's missing skills.

5. Have interventions been used to improve the student's decoding, fluency, or comprehension skills? If so, what approaches have been used to strengthen the student's decoding, fluency, or comprehension skills?

Documentation of the approaches that have been taken to strengthen the student's decoding, fluency, or comprehension skills is an important step in determining whether a text-to-speech or read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the text-to-speech or read aloud accommodation be considered for the student.

6. Does the student use text-to-speech or receive a read aloud accommodation during instruction?

Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period of time. As a result, for instructional purposes, they have used the text-to-speech or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.

7. Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other DeSSA summative assessments?

Another indicator of the need for text-to-speech or read aloud for the DeSSA ELA reading passages is that the student regularly receives the accommodation during formative assessments or other DeSSA summative assessments. If a student receives text-to-speech or read aloud for instruction but not for formative assessments or for other DeSSA summative assessments, it is likely that the student does not need text-to-speech or read aloud for the DeSSA ELA reading passages.

8. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?

A possible supporting indicator of the need for text-to-speech or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, the fact that someone else reads aloud to the student, rather than the student reading for himself or herself, is because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the text-to-speech or read aloud accommodation for grade 3-5 ELA reading passages. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.

Questions for Students in Grades 3-5

The student's teacher should set aside time to talk to the student about his or her reading skills and the need for text-to-speech or human read aloud during the DeSSA ELA reading assessment. During this discussion, it may be appropriate to use other terms to ensure that the student understands the questions. For example, if the student does not know the term "text-to-speech," perhaps refer to "screen readers" or "audio functions." In addition, none of these questions on their own indicates that it is appropriate to provide text-to-speech or read aloud to the student. Even when all of the student's answers to the questions indicate that the student prefers text-to-speech or read aloud, that information must be balanced by evidence that the student has received intensive, targeted reading instruction. The following questions can be used during this discussion.

1. Do you read to yourself when you are at home? If not, is it because you have trouble reading?

Students who are struggling readers generally do not want to read to themselves at school or at home, and avoid doing so. Students in grades 3-5 usually will say that they "can't read" if they have trouble reading. This in itself is not an indication that text-to-speech or read aloud is an appropriate accommodation for the child. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction. If that is the case, then with evidence that the intensive targeted reading instruction has not produced increased decoding or fluency skills, a student response indicating that he or she does not read to himself or herself can contribute to a decision to provide text-to-speech or read aloud for grade 3-5 ELA reading passages.

2. Is it harder or easier for you to understand a book if you read it yourself or if it is read to you through text-to-speech or by another person?

Text-to-speech and read aloud accommodations require listening skills that students may not have gained if they do not regularly use the accommodation. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that text-to-speech or read aloud may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for text-to-speech or read aloud even though they do not understand better when the accommodation is provided (see section on *Diagnostic Information to Collect*). A student response to this question indicating that the student thinks that it is easier to understand a book if it is read to him or her should be verified through the collection of diagnostic information.

3. If you could choose, would you like to have tests read to you or would you prefer to read them yourself?

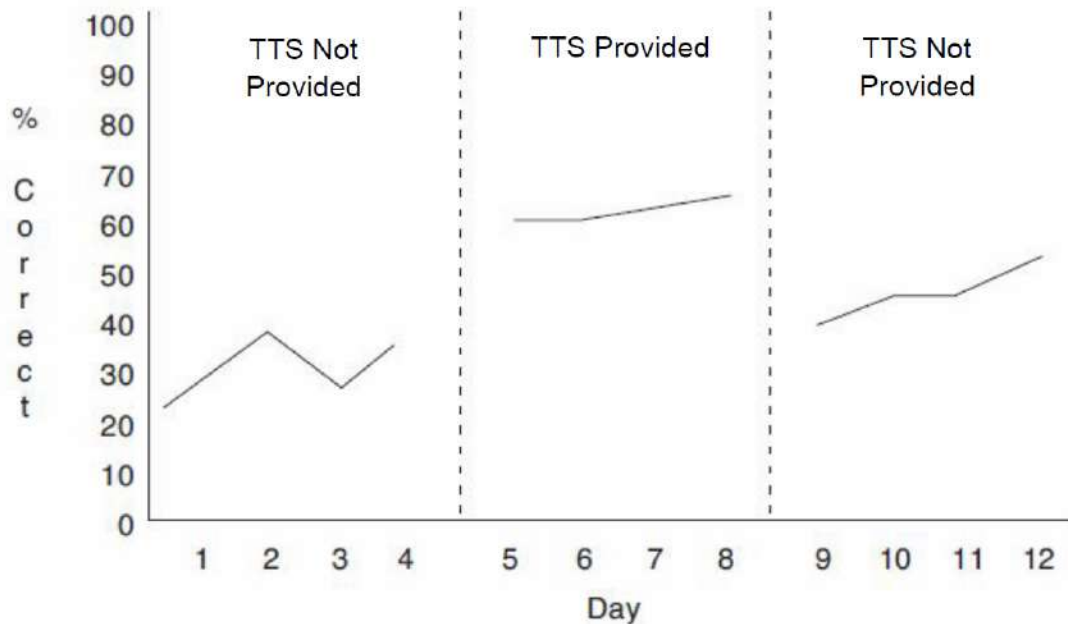
This simple question provides another indication of the student's preference. Like the other questions in this section, opting for having someone read to him or her does not necessarily mean it is appropriate to select text-to-speech or read aloud for the student. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction, and that it has been unsuccessful in improving the decoding or fluency skills of the student.

Diagnostic Information to Collect

The questions indicate several types of data that should be collected and documented about the student in grades 3-5 who is being considered for the text-to-speech or read aloud accommodation. This information should be documented so that it can contribute to the decision about whether the student in grades 3-5 should receive one of these accommodations. Document the following:

- Nature and duration of targeted interventions provided to the student to improve decoding, fluency, or comprehension skills
- Evidence of improvement or non-improvement following each targeted intervention
- Student performance with and without either text-to-speech or read aloud

One way to document student performance with and without the accommodation being considered is to have the student respond to a simple reading achievement test or to DeSSA practice items with and without the accommodation. Graphing performance will help identify patterns (as in the figure below). The testing dates and student performance under each condition should be documented.



Note: This figure was adapted with permission from one in J.L. Elliott and M.L. Thurlow (2006), *Improving test performance of students with disabilities on district and state assessments* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Even with performance data that indicate improved performance with the text-to-speech or read aloud accommodation, it is important to differentiate whether the improvement is due to the effect of the student’s disability or simply to poor reading skills not related to a disability. This differentiation can be informed by the responses to the other items included here.

Conclusions

Because the decision to provide a student in grades 3-5 with text-to-speech or a human read-aloud accommodation for the English language arts (ELA) reading assessment passages is a significant decision, with possible long-term implications for the child, the decision must be made with extreme care. The questions included here should be used to help inform that decision. Only when a preponderance of the information obtained from responses to the questions reflect a need for either text-to-speech or read aloud, should the accommodation be provided.

Optional Table 1. Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5

Student Name: <input type="text"/>		Copy	
Teacher: <input type="text"/>			
<p><i>Responses in shaded boxes may indicate a need for the text-to-speech or read aloud accommodation. A preponderance of evidence should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in grades 3-5 for ELA reading passages.</i></p>			
Question ^a	Yes	No	Comments
Is this student blind or does this student have a significant visual impairment?	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> If the student is blind or has a significant visual impairment, is the student learning to read braille? 	<input type="checkbox"/>	<input type="checkbox"/>	
Does this student have a identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<input type="checkbox"/>	<input type="checkbox"/>	Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	<input type="checkbox"/>	<input type="checkbox"/>	Describe approaches.
Does the student use text-to-speech or receive a read aloud accommodation during instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student belong to Bookshare or a similar organization?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student regularly use assistive technology software or audio books?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other <i>Smarter Balanced</i> tests?	<input type="checkbox"/>	<input type="checkbox"/>	
Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?	<input type="checkbox"/>	<input type="checkbox"/>	
Student Input:			
Did the student indicate he or she reads to himself or herself when at home, and that it is because he or she has trouble reading?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student indicate that it is easier to understand a book when it is read to him or her through text-to-speech or by another person?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student indicate that given the choice, he or she would prefer to read tests himself or herself?	<input type="checkbox"/>	<input type="checkbox"/>	

^a Some questions in the "questions" sections are not included in this table because they are not indicators of a possible need for the text-to-speech or read aloud accommodation. These include, for example, the question "Is the student an English language learner (ELL)?"

Appendix A-4: Human Interpreter for Visual Communication Student Request Form

The Human Interpreter – Visual Communication Support is for students with hearing impairments. Complete and sign at the end of the document. For students who need Human Interpreter-Native Language, complete Appendix C-4.

Date:	
Student Name:	
Student ID:	
District:	
School:	
Grade:	
School Contact's Name:	
School Contact's Email:	
Select the appropriate assessments:	<input type="checkbox"/> DeSSA ELA CAT (listening portion only) <input type="checkbox"/> DeSSA Social Studies <input type="checkbox"/> DeSSA ELA PT (listening portion only) <input type="checkbox"/> DeSSA –Alt ELA <input type="checkbox"/> DeSSA Mathematics (both CAT and PT) <input type="checkbox"/> DeSSA-Alt Math <input type="checkbox"/> DeSSA Science <input type="checkbox"/> DeSSA-Alt Science

Complete for Hearing Impaired students	
The student communicates using American Sign Language (ASL).	<input type="checkbox"/> Yes <input type="checkbox"/> No (If no, indicate the method used for communication.) <input type="checkbox"/> Signed English <input type="checkbox"/> Cued Speech <input type="checkbox"/> Other Visual Support: _____
Human or electronic interpretation and/or translated materials are provided to the students for instruction and/or assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate the area(s) in the IEP where human interpreter for the identified communication method is a documented instructional support.	<input type="checkbox"/> In the Data Considerations (including "Other Factors") <input type="checkbox"/> In the Statement of Services (top of Goal Pages) <input type="checkbox"/> As a Condition to the Student's Goal(s) <input type="checkbox"/> Other: _____

Signature/Title _____ Date _____

Name (print) _____

Note: This documentation is to be kept in the student's file and must be given to the District Test Coordinator to submit through the DOE Help Desk. Students may not be administered these supports without written approval from DOE. **Prior to the end of the test window, you will also be required to complete the Human Interpreter Certification Requirements Form for each interpreter (Appendix C-5).**

Appendix C-4: Human Interpreter for Native Language Student Request Form

The Human Interpreter – Native Language Support is for English Learners. Complete and sign at the end of the document. For students who need Human Interpreter-Visual Communication, please complete Appendix A-4.

Date:	
Student Name:	
Student ID:	
District:	
School:	
Grade:	
School Contact's Name:	
School Contact's Email:	
Select the appropriate assessments:	<input type="checkbox"/> DeSSA Social Studies <input type="checkbox"/> DeSSA-Alt ELA (Alt only) <input type="checkbox"/> DeSSA Mathematics (both CAT and PT) <input type="checkbox"/> DeSSA-Alt Math <input type="checkbox"/> DeSSA Science <input type="checkbox"/> DeSSA-Alt Science

Complete for English Learners	
The student is literate in the language they will receive interpretation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Human or electronic interpretation and/or translated materials are provided to the students for instruction and/or assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student is within the first 3 years of eligibility. Eligibility Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
What is the student's proficiency level in English? Provide WIDA ACCESS test scores. <small>(ELs with an ACCESS Composite PL of 3.5 or lower and a Literacy PL of 3.0 or lower may qualify for human interpreter)</small>	
What is the student's primary language?	
What is the student's secondary language?	
In which language will the student receive interpretation?	
Indicate how the native or primary language is used for instructional purposes.	<input type="checkbox"/> Interpretation support <input type="checkbox"/> Written translation <input type="checkbox"/> Print resources <input type="checkbox"/> Electronic resources <input type="checkbox"/> Other: _____

Signature/Title _____ Date _____

Name (print) _____

Note: This documentation is to be kept in the student's file. This form must be scanned and given to the District Test Coordinator to submit through the DOE Help Desk (KACE). Students may not be administered these supports without written approval from DOE. **Prior to the end of the test window, you will also be required to complete the Human Interpreter Certification Requirements Form for each interpreter (Appendix C-5).**

Appendix A-5: Human Interpreter for Visual Communication Certification Requirements Form

In order for an interpreter to provide the Human Interpreter Support on the DeSSA assessments, the Local Education Agency must assure that the interpreter meets the requirements below. Fill out the form and submit to DOE contact listed. Use of the Human Interpreter Designated Support will not invalidate the test if used according to the guidelines provided by Delaware Department of Education DeSSA Guidelines.

A Human Interpreter must be supervised at all times by a qualified teacher or paraprofessional who has completed the requirements for administering the designated DeSSA test unless the interpreter is qualified as a Test Administrator.

Date: _____ Contracting Agency: _____

Interpreter’s Name: Last _____ First _____

School(s) where interpretation will be provided: _____

School Contact’s email _____

School Contact Name (type or print) _____

1. Proficiency in Signed English, Cued Speech or Other Visual Support is required by the student. To demonstrate proficiency the interpreter must have:
 - Certification from a Professional Organization; OR
 - Current or previous employment in a position requiring interpretation
2. Knowledge of K-12 Education
3. Knowledge of Content Vocabulary
4. Background in Visual Supports (e.g., signed English, cued speech)

Fluent in the following Visual Supports: _____

If the interpreter has documented assessment scores related to World Language and/or English proficiency, please list below. (Information only)

Name of Test	Year of Test

Additional Requirements for All Human Interpreters certified by the Contracting Agency.

- Familiarity with the Visual Communication Translator Protocol in the Accessibility Guidelines (Appendix C-7)
- Completion of DeSSA Test Security training (an online course accessed via Schoology. Test Security Acknowledgement Printed and Signed).
- Basic computer literacy

By signing below, the Contractor assures that the interpreter above has met the requirements above.

Signature _____ Date: _____

Name (print) _____

Title _____

LEA's credentials

Signature _____ Date: _____

Name (print) _____

Title _____

Note: This documentation is to be kept in the student's file. **This form must be scanned and given to the District Test Coordinator to submit through the DOE Help Desk (KACE).** Do not email this form to DOE. Students may not be administered the support without written approval from DOE (Appendix A-4); however, DOE does not need to "pre-approve" the interpreter on this certification prior to administration.

Appendix C-5: Native Language Human Interpreter Certification Form

In order for an interpreter to provide the Human Interpreter Support on the DeSSA assessments, the Local Education Agency must assure that the interpreter meets the requirements below. Fill out the form and submit to DOE contact listed. Use of the Human Interpreter Designated Support will not invalidate the test if used according to the guidelines provided by Delaware Department of Education DeSSA Guidelines.

A Human Interpreter must be supervised at all times by a qualified teacher or paraprofessional who has completed the requirements for administering the designated DeSSA test unless the interpreter is qualified as a Test Administrator.

Date: _____ Contracting Agency: _____

Interpreter’s Name: Last _____ First _____

School(s) where interpretation will be provided: _____

School Contact’s email _____

School Contact Name (type or print) _____

Human Interpreter, for Native Language (EL – L2)

1. Proficiency in World Language and English
 To demonstrate proficiency the interpreter must have:
 - Certification from a Professional Organization; OR
 - Current or previous employment in a position requiring interpretation; OR
 - Native or near native fluency in the world language and English proficiency
2. Knowledge of K-12 Education
3. Knowledge of Content Vocabulary

Fluent in the following World Languages: _____

If the interpreter has documented assessment scores related to World Language and/or English proficiency, please list below. (Information only)

Name of Test	Year of Test

Additional Requirements for All Human Interpreters certified by the Contracting Agency.

- Familiarity with the Native Language Translator Protocol in the Accessibility Guidelines (Appendix C-6)
- Completion of DeSSA Test Security training (an online course accessed via Schoology. Test Security Acknowledgement Printed and Signed).
- Basic computer literacy

By signing below, the Contractor assures that the interpreter above has met the requirements above.

Signature _____ Date: _____

Name (print) _____

Title _____

LEA's credentials

Signature _____ Date: _____

Name (print) _____

Title _____

Note: This documentation is to be kept in the student's file. **This form must be scanned and given to the District Test Coordinator to submit through the DOE Help Desk.** Do not email this form to DOE. Students may not be administered the support without written approval from DOE (Appendix C-4) however, DOE does not need to "pre-approve" the interpreter on this certification prior to administration.

Appendix C-6: Native Language/Visual Communication Translator Protocol DeSSA and DeSSA-Alt

What is a native language/visual communication translator?

“[Visual Communication] translation is the spontaneous oral translation of test items and/or directions from English to an EL’s native language. That is, sight translation involves rendering printed English test materials orally in the learner’s native language.

...Since sight translation is done spontaneously, no administration will be identical to any other administration, even when the same interpreter and non-English language are involved. That is, the same interpreter may interpret the text differently on two different occasions.”¹

Conditions under which a native language/visual communication translator can be used:

- Student has limited reading skills in English; and
- Student’s native language listening proficiency is sufficient to benefit from a native language/visual communication translator; and
- No print translation is available **or** student has low proficiency in reading and writing in the native language.

Native languages/visual communication translators are available for the following:

General Education Assessments

Description	Content Area
<p>Human translator/interpreter – Native Language. Level 2 - Provide a native language translator to translate test questions (including multiple-choice options) into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator must be proficient in the native language. See Appendix D-3 for the Protocol for Native Language/Visual communication Translator. This support must be approved by DOE (see Appendix E-2).</p>	DeSSA Math
<p>Human Translator – Visual Communication. Level 3 - An adult with the necessary qualifications provides translation/interpretation of the math test using cued speech or signed English to a student with disabilities (IEP or 504). See Appendix D-3 for the Protocol for Native Language/Visual communication Translator. Reading passages may not be translated through visual communication. This support must be approved by DOE (see Appendix E-2).</p>	DeSSA ELA CAT/PT (Listen Items ONLY), DeSSA Math
<p>Translator/ Interpreter items into native language. A translator site translates/interprets <u>the test questions and answer options</u> and associated graphics into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Native language/visual communication translator must be proficient in the native language. See DLM for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	ELA, Math, Science

¹ Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from <http://www.ncela.gwu.edu/spotlight/LEP/2008/>.

Description	Content Area
<p>Translator/ Interpreter for passages into native language. A translator site translates/interprets <u>the passages</u> (including any posters, stories, or other ancillary materials) into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. Native language/visual communication translator must be proficient in the native language. See DLM for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	<p>ELA, Math, Science</p>
<p>Provide translation of construct-irrelevant words. A translator site translates/interprets the non-construct relevant words into the student's native language. Translator/interpreter should review materials under secure conditions prior to test administration for optimal interpretation. See Appendix J for protocol for Interpreter. See DLM for the Protocol for Native Language/Visual Communication Translator. DOE does NOT need to approve this accommodation.</p>	<p>ELA, Math, Science</p>

Native languages/visual communication translators are available for the following:

DESSA-ALT

Qualifications of native language/visual communication translator:

- Has at least a high school diploma (minimum level of education).
- Is proficient in student's native language and English.
- Has previous experience performing interpretation/visual communication translation from English to student's native language.
- Is able to speak clearly and at a normal pace with good pronunciation.
- Is knowledgeable of both American culture and the student's native country or geographic region.
- Is familiar with the United States K-12 public educational system.

Who should NOT be a native language/visual communication translator?

- Children and minors;
- Individuals with less than a high school diploma or the native country's equivalent.

Before a Test

The native language/visual communication translator:

- Will complete DeSSA Test Administrator Training or DeSSA-Alt Test Administrator Training and sign all necessary forms *if he is serving as Test Administrator **AND** native language/visual communication translator.*
- Will not be required to complete DeSSA or DeSSA-Alt Test Administrator Training but will sign all necessary forms *if he is serving **only** as native language/visual communication translator.*
- May have supervised access to a paper/pencil test up to four days prior to test administration (the review must be supervised by school or district assessment coordinator or designee).
- Must also meet qualifications for scribe if scribing.
- Must review security policy.
- Must be trained by the school test coordinator or designee in the expectations for test administrators.
 - Should be assigned to one student for the entire assessment (it is preferred that the native language/visual communication translator be the same person each day—stay consistent throughout test administration).

- Should become familiar with the student before testing (if not already known to the student).

During a Test

- The student and native language/visual communication translator should each have a copy of the test (if paper/pencil)
- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better or worse response or essay.
- Do not influence the student's response in any way.
- Interpret/translate all directions including example questions.
- If asked to repeat a question or paragraph, repeat the entire paragraph or question so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Interpret/translate all answer choices on a multiple-choice test before accepting an answer. If student interrupts while response options are being read, ignore the response accept a response given after the options have all been read.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).
- If serving as test administrator **and** interpreter, the test administration must be supervised by a certified Delaware educator if the individual is not a certified Delaware educator (see the Test Administrator Manual and Test Security Policy).

After a Test

- Do not discuss test or responses with others.
- Participate in the evaluation process if asked by the school or district test coordinator (discussion of how well the accommodation worked).

Adapted from:

Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Stansfield, C. (2008). Sight translation of assessments. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved November 12, 2008, from <http://www.ncela.gwu.edu/spotlight/LEP/2008/> .

Appendix A-6: Scribing Protocol

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on DeSSA Assessments as a **documented accommodation** for ELA writing, and a **designated support** for mathematics and ELA non-writing items.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with DeSSA and state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on DeSSA assessments.
- Scribes should review the Scribing Protocol for DeSSA Assessments with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.

- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Content-Area Specific Guidelines

<p>English Language Arts</p>	<p><u>Selected Response Items (Single and Multiple Answer)</u></p> <ul style="list-style-type: none"> • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item <p><u>Constructed Response Items (Short-Text)</u></p> <ul style="list-style-type: none"> • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. • The student will proofread to add punctuation, capitalization, spacing, and make other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item. <p><u>Long Essay (Full-Write)</u></p> <ul style="list-style-type: none"> • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text.
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	<ul style="list-style-type: none"> ● The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. ● The student will proofread to add punctuation, capitalization, spacing, and other edits. ● The scribe will make student requested changes, even if incorrect. ● The student will confirm the fidelity of the response. ● The student will indicate to the scribe when he/she is ready to move to the next item. ● Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
<p>Mathematics</p>	<p><u>Selected Response Items (Single and Multiple Answer)</u></p> <ul style="list-style-type: none"> ● The student must point to or otherwise indicate his/her selection from the options provided. ● The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. ● The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item. ● Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written. <p><u>Constructed/Equation Response Items</u></p> <ul style="list-style-type: none"> ● The student must point or otherwise direct the scribe in developing his/her response. ● The scribe will input student work directly onscreen and in view of the student. ● For responses requiring equations, the student must specify where to place figures and operands. ● For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. ● For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. ● The scribe will make student requested changes, even if incorrect. ● The student will confirm the fidelity of the response. ● The student will indicate to the scribe when he/she is ready to move to the next item.

Considerations for students also using ASL or other sign system

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the member.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems..
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for students using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the member.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and state policies and procedures.
-

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(Available at: <https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf>)

Appendix A-7: Read Aloud Protocol

When a student cannot access text-to-speech, an embedded resource available on the DeSSA assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *DeSSA Accessibility Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On DeSSA Assessments, test readers are allowable across all grades as a **designated support** for mathematics and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages as a **documented accommodation** in all grades. Note that 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).

Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with DeSSA Assessments administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on DeSSA assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability*,

Accessibility, and Accommodations Guidelines. Test readers should be familiar with any assistive technology or approved supports the student requires.

- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with DeSSA policies and procedures.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as, ‘dot, dot, dot.’
- **Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the

words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print.

Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.

- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed".

Table 1. Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981	“six three two comma four zero seven comma nine eight one”
	45,000,689,112	“four five comma zero zero zero comma six eight nine comma one one two”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions - common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	“one half, one fourth, two thirds, four fifths”
	$\frac{14}{25}$	Other common fractions include “sixths, eighths, tenths”
Fractions - not common - read as “numerator over denominator”	$\frac{487}{6972}$	“fourteen over twenty-five” “four eight seven over six nine seven two”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$	“three and one-half”
	$57\frac{3}{4}$	“fifty-seven and three fourths”
Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98	“four dollars and ninety-eight cents”
	\$0.33	“thirty-three cents”
	\$5368.00	“five three six eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	$-\frac{5}{8}$	“negative five eighths”
	-7.56	“negative seven point five six”

Description	Example(s)	Read as:
Dates (years)	1987 2005	“nineteen eighty-seven” “two thousand five”
Roman Numerals	I	“Roman Numeral one”

Description	Example(s)	Read as:
	II III IV	“Roman Numeral two” “Roman Numeral three” “Roman
Ratios	$x:y$	“x to y”

Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	“thirteen plus twenty-seven equals” “thirteen plus twenty-seven equals question mark”
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	“four eight seven minus one five nine equals” “four eight seven minus one five nine equals question mark”
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	“sixty-three times forty-nine equals” “sixty-three times forty-nine equals question mark”
Division – Vertical or Horizontal	$120 \div 15 = 8 \frac{120}{15} = 8$	“one two zero divided by fifteen equals eight”
Operations with boxes	$3 + \square = 8$	“three plus box equals fifteen”

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}\pi r^3$	“‘N’ plus four” “eight ‘x’ minus three” “four open parenthesis ‘y’ minus two close parenthesis plus five equals seven” “‘V’ equals four-thirds pi ‘r’ cubed”

Description	Example(s)	Read as:
	$\frac{ t - 2}{6} \leq 15$ $x^2y^3 = -36$ $156x \geq 4$	“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen” “‘x’ squared ‘y’ cubed equals negative thirty- six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six” “one hundred fifty six ‘x’ is greater than or equal to four”
Coordinate pairs Answer choices with no other text	the point $(-1, 2)$ the point A is at $(6, 3)$. A. $(-3, -4)$	“the point (pause) negative one comma two” “The point ‘A’ is at (pause) six comma three.” “‘A’ (pause) negative three comma negative four”
Parallels	$\overline{AB} \parallel \overline{CD}$	“line AB is parallel to line CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line AB is perpendicular to line CD”

Appendix A-8: Suggested Test Reader Script
(To be used with student in advance of the day of testing)

Hi _____,

I'm the person who will be reading your test to you when you take your DeSSA Assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen.¹
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

References

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- West Virginia Department of Education. (December, 2013). *West Virginia Department of Education Office of Assessment and Accountability*. Retrieved from West Virginia Guidelines for Participation in State Assessments, 2013-2014: Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing: <http://wvde.state.wv.us/oa/pdf/ParticipationGuidelines.pdf>

Appendix C-8: Read Aloud Protocol– DeSSA (Spanish)

When a student cannot access text-to-speech, an embedded resource available on the DeSSA assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *DeSSA Assessments Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content. On DeSSA Assessments, test readers in Spanish are allowable across all grades as a **designated support** for mathematics.

Qualifications for Test Readers

- The test reader should be a bi-literate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with DeSSA assessment administration and security policies and procedures as articulated in Consortium and state test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on DeSSA assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.

- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with DeSSA assessment policies and procedures.
- The test reader must not discuss any portion of the test with others.

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- **Quotations:** Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already

emphasized in print.

Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "centímetros cúbicos" or "centímetros al cubo"

Table 1. Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981 45,000,689,112	“seis tres dos coma cuatro cero siete coma nueve ocho uno” “cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos”
Decimal numbers	0.056 4.37	“cero punto cero cinco seis” “cuatro punto tres siete”
Fractions - common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	“un medio, un cuarto, dos tercios, cuatro quintos”
Fractions - not common - read as “numerator over denominator”	$\frac{14}{25}$ $\frac{487}{6972}$	“catorce sobre veinticinco” “cuatro ocho siete sobre seis nueve siete dos”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	“tres y un medio” “cincuenta y siete y tres cuartos”
Percent	62% 7.5% 0.23%	“sesenta y dos por ciento” “siete punto cinco por ciento” “cero punto dos tres por ciento”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98 \$0.33 \$5368.00	“cuatro dólares y noventa y ocho centavos” “treinta y tres centavos” “cinco tres seis ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3 $-\frac{5}{8}$ -7.56	“negativo tres” “negativo cinco octavos” “negativo siete punto cinco seis”
Dates (years)	1987 2005	“mil novecientos ochenta y siete” “dos mil cinco”
Roman Numerals	I	“número romano uno”

Description	Example(s)	Read as:
	II III IV	“número romano dos” “número romano tres” “número romano”
Ratios	$x : y$	“x a y”

Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	“trece más veintisiete es igual a” “trece más veintisiete es igual a signo de interrogación”
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	“cuatro ocho siete menos uno cinco nueve es igual a” “cuatro ocho siete menos uno cinco nueve es igual a signo de pregunta”
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	“sesenta y tres por cuarenta y nueve es igual a” “sesenta y tres por cuarenta y nueve es igual a signo de pregunta”
Division – Vertical or Horizontal	$\begin{array}{r} \underline{120} \\ 15 \overline{) 8} \\ \hline \end{array}$ $120 \div 15 = 8$	“uno dos cero dividido entre quince es igual a ocho”
Operations with boxes	$3 + \square = 8$	“tres más casilla es igual a 8”

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$	“‘N’ más cuatro” “ocho ‘x’ menos tres” “cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete”
	$V = \frac{4}{3}\pi r^3$	“‘V’ es igual a cuatro tercios pi ‘r’ al cubo”

Description	Example(s)	Read as:
	$\frac{ }{t - 2}$ $6 \leq 15$ $x^2 y^3 = -36$ $156x \geq 4$	<p>“el valor absoluto de ‘t’ (pause) menos dos (pause) sobre seis es menor o igual a quince”</p> <p>“‘x’ al cuadrado ‘y’ al cubo es igual a negativo treinta y seis” o “‘x’ a la segunda potencia por ‘y’ a la tercera potencia es igual a negativo treinta y seis”</p> <p>“ciento cincuenta y seis ‘x’ es mayor o igual a cuatro”</p>
Coordinate pairs Answer choices with no other text	the point $(-1, 2)$ the point A is at $(6, 3)$. A. $(-3, -4)$	<p>“el punto (pause) negativo uno coma dos”</p> <p>“El punto A está en (pause) seis coma tres.”</p> <p>“‘A’ (pause) negativo tres coma negativo cuatro”</p>
Parallels	$\overline{AB} \parallel \overline{CD}$	“la línea AB es paralela a la línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“la línea AB es perpendicular a la línea CD”

Appendix A-9: Simplified Directions Protocol

Guidelines for Simplified Test Directions in the Test Administration Manual

September 30, 2016

Simplified test directions is a designated support allowable across all grades on Smarter Balanced assessments. Designated Supports can be provided to any student so long as an informed educator or group of educators determines it is appropriate. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. For information on documentation requirements and decision-making criteria for use of simplified test directions and all other Smarter Balanced accessibility resources please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

A test administrator who provides the simplified test directions designated support is an adult who simplifies the script within the SAY boxes in the Online, Summative, Test Administration Manual (TAM). Test administrators should not deviate from the test directions found in the TAM in ways that impact the content being measured. The student depends on the test administrator to read the script in the TAM accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in the TAM, the test administrator may simplify or paraphrase the language in the script and verify the student's understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking TAM directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test administrator must be trained in administering the assessment and must follow the *Smarter Balanced Guidelines for Simplified Test Directions* presented here. The test administrator must ensure that the student understands the directions in the TAM. Only the script in the TAM may be simplified. Test content, including test items, words from items, or instructions for individual items may **NOT** be simplified or paraphrased.

Qualifications for Test Administrators Who Simplify Test Directions

- The test administrator who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test administrators must be trained on the administration of the assessment in accordance with member policy, and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in the TAM and the Member Procedures Manual.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be willing to be patient and repeat test directions.

Prior to Test Administration

In addition to the guidelines noted in Section 9.0, Prior to Test Administration, in the TAM, test administrators who simplify test directions should

- Be trained in administering the assessment per the requirements noted in Section 1.4 - Training of the TAM.
- Familiarize themselves with the testing environment and format in advance of the testing session.
- Have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.
- Be familiar with the student's needs, including the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- Be familiar with any assistive technology or approved supports the student requires. In addition to the simplified test directions support, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*.
- It is recommended that the same test administrator be assigned to students for each day of testing.

Day of Test Administration

In addition to the guidelines noted in Section 10.0, Day of Test Administration, in the TAM, test administrators who simplify test directions should

- Be prepared to restate the language in the script.
- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.
- Follow the TAM guidelines for assisting the student with taking the test.
- Not prompt the student in any way that would result in a different response to a test item.
- Not influence the student's response in any way.
- Spell any words in the script if requested by the student.
- Adjust their reading speed and volume if requested by the student.
- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in the TAM. They should **NOT** read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.
 - **ONLY** if the student is registered for the read aloud designated support and/or accommodation in conjunction with the simplified test directions designated support, the test reader should follow the Smarter Balanced *Guidelines for Read Aloud*.

Following Test Administration

Test administrators who simplify test directions should follow the guidelines noted in Section 11.0, Following Test Administration, in the TAM.

Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
<p>Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.</p> <p>Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.</p>	<p>Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.</p>
<p>Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.</p>	<p>Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.</p>
<p>On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.</p>	<p>On the next screen, select the [INSERT NAME OF TEST]. Then wait.</p>
<p>After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.</p> <p>Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.</p>	<p>After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.</p>
<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>	<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>

Appendix C-9: Suggested Test Reader Script (Spanish)

(To be used with student in advance of the day of testing)

Hola _____,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de DeSSA de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

No te puedo ayudar con ninguna respuesta.

No puedo hacer clic sobre nada en la pantalla.¹

No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.

Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.

Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de braille o impreso al momento] y continuaré leyendo

Todavía puedo ayudarte con tus [***]ist any assistive technology that the student may require that would need adult support -- if that support is provided by you].

Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.

Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.

Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.

Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.

Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo.

No te puedo ayudar en eso.

¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

References

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- West Virginia Department of Education. (December, 2013). *West Virginia Department of Education Office of Assessment and Accountability*. Retrieved from West Virginia Guidelines for Participation in State Assessments, 2013-2014: Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing: <http://wvde.state.wv.us/oa/pdf/ParticipationGuidelines.pdf>

Appendix A-10: Instructions for Using Embedded Glossaries

Students who are English Language Learners may benefit from using a Translation Glossary for mathematics tests. These students should have the Translation Glossary option selected in ART for the appropriate language. See the Translation Glossaries section in the Usability, Accessibility and Accommodations Guidelines, available on the Smarter Balanced website, for information on how to determine if this support is appropriate for particular students.

The following steps are designed to help Test Administrators and students access the correct embedded Glossary designated support.

Accessing Glossaries

The **embedded Glossary designated support** is available as a language support provided for selected construct-irrelevant terms for **mathematics tests** only.

Students can be assigned:

- 1) No Glossary at all
- 2) English glossary only (default)
- 3) One second-language glossary only
- 4) English and one second-language glossary

The following are the available options for the Glossary designated support:

- No Glossary
- English Glossary (default)
 - Spanish Glossary
 - Arabic Glossary
 - Cantonese Glossary
 - Mandarin Glossary
 - Filipino Glossary (Ilokano & Tagalog)
 - Korean Glossary
 - Punjabi Glossary (Eastern & Western)
 - Russian Glossary
 - Ukrainian Glossary
 - Vietnamese Glossary
 - English & Spanish Glossary
 - English & Arabic Glossary
 - English & Cantonese Glossary
 - English & Mandarin Glossary
 - English & Filipino Glossary (Ilokano & Tagalog)
 - English & Korean Glossary
 - English & Punjabi Glossary (Eastern & Western)
 - English & Russian Glossary
 - English & Ukrainian Glossary
 - English & Vietnamese Glossary

Please note that, based on differences in complexity across languages, different language glossaries may provide support for different English language terms. Therefore, if a student has access to the English and one second-language glossary, some terms may have both glossaries present while other terms may have only one of the two glossaries present.¹

Using Glossaries

When there is a term for which a glossary is available, there will be a faint gray dotted border around the term as shown inside the red box below.

4

Approximately 7.5×10^5 gallons of water flow over a waterfall each second. There are 8.6×10^4 seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A 6.45×10^{21}
- B 6.45×10^{20}
- C 6.45×10^{10}
- D 6.45×10^9

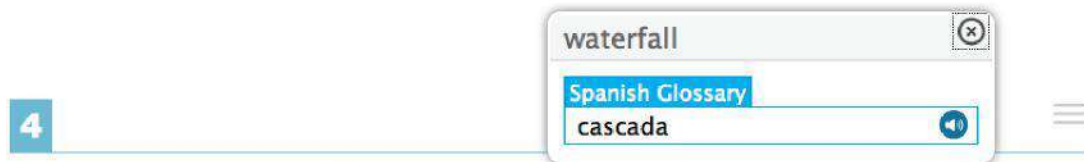
When the student hovers the mouse over the term, it will highlight in blue.

4

Approximately 7.5×10^5 gallons of water flow over a waterfall each second. There are 8.6×10^4 seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A 6.45×10^{21}
- B 6.45×10^{20}
- C 6.45×10^{10}
- D 6.45×10^9

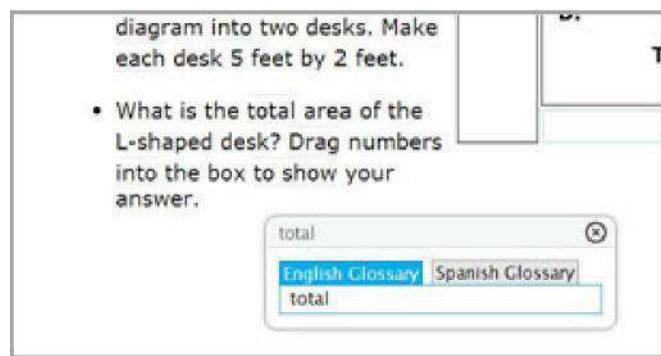
If the student clicks on a highlighted term, a popup box will appear with the translation of the term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. The audio glossary is available only for the Translation Glossaries.



Approximately 7.5×10^5 gallons of water flow over a waterfall each second. There are 8.6×10^4 seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A 6.45×10^{21}
- B 6.45×10^{20}
- C 6.45×10^{10}
- D 6.45×10^9

If the student has dual language mode enabled, the glossary will appear with two tabs, one for each language, when appropriate.



When the student is done using this designated support, he or she can click the **X** at the top right-hand corner of the pop-up window to close the glossary.

<https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf>

Appendix A-11: Arithmetic Table
Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Appendix A-12: Hundreds Table*Hundreds Table*

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix A-13: Multiplication Table

Multiplication Table

Multiplication Table									
	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

SECTION IV: ALTERNATE ASSESSMENTS

- [Participation in the DeSSA-Alternate Assessment](#)
- [Documentation](#)
- [DeSSA-Alt Accommodations](#)
- [Table 2: Accessibility Supports of the DLM Assessment System](#)
- [Switching between the General and Alternate Assessment](#)
- [Appendix B-3: DeSSA-Alternate Participation Guidelines](#)
- [Appendix B-4: Learner Characteristics Inventory](#)
- [Appendix B-5: DeSSA-Alternate Assessment Accommodation Form](#)
- [Appendix B-6: DeSSA-Alt Assessment Descriptions](#)
- [Appendix B-7 DeSSA-Alt Test Profile Characteristics Form](#)

Participation in the DeSSA-Alternate Assessment

The Delaware System of Student Assessments (DeSSA) transitioned to the DeSSA-Alternate Assessment (DeSSA-Alt) provided through Dynamic Learning Maps.

The DeSSA-Alt will be the primary alternate assessment for students with the most significant cognitive disabilities. It is administered to approximately 1% of all students assessed in Delaware and is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DeSSA-Alt work on the same academic standards as their peers; however, they work on these standards in less complex ways.

To determine student eligibility to participate in the alternate assessment, the student's IEP team must ensure that the student meets all the criteria found in the DeSSA-Alt Participation Guidelines (Appendix B-3). If there is sufficient information to support ALL of the criteria, the IEP team should document this decision on the student's current IEP and sign the DeSSA-Alt Participation Guidelines. Students who do not meet all of the criteria will participate in the DeSSA Assessments (ELA/Math/Science/Social Studies), and SAT (Reading/Math) with or without accommodations.

Documentation

The IEP team must clearly document in the student's IEP the basis for its decision and use current and longitudinal data, such as:

- Performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.
- Behavioral observations in multiple settings.
- Adaptive behavior.
- Continuous assessment of progress on IEP goals and objectives.

DeSSA-Alt Accommodations

Delaware policy allows most classroom accommodations to be used during the test. The alternate assessment is designed so that many of the supports a student may need are already built into the assessment design. Any other support or accommodation used by the student in the classroom and needed by the student on the assessment is generally permitted as long as it does not change the construct of the test, and thus, invalidate the test score.

Accommodations permitted on the alternate assessment will be tracked by DOE for review and discussion purposes. Most classroom accommodations are permitted during the test.

Students with Disabilities who are also ELs MUST be formally identified for BOTH types of services to be considered for the Alternate Assessment.

If a test administrator is not certain if an accommodation or support is allowable on the DeSSA-Alt, contact the DLM Help Desk (contact information found at the beginning of this manual).

Table 2: Accessibility Supports of the DLM Assessment System

<p>Category 1</p> <p>Settings in the PNP Profile that activate supports within Student Portal</p>	<p>Category 2</p> <p>Settings in the PNP Profile that require supports or materials in addition to those within Student Portal</p>	<p>Category 3</p> <p>Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal</p>
<ul style="list-style-type: none"> • Magnification • Overlay Color • Invert Color Choice • Contrast Color • Spoken Audio 	<ul style="list-style-type: none"> • Uncontracted Braille (EBAE) • Uncontracted Brailled (UEB) • Alternate Form – Visual Impairment • Single-switch System (PNP Profile enabled) • Two-switch system • Individualized manipulatives • Calculator 	<ul style="list-style-type: none"> • Human read aloud • Sign Interpretation of Text • Language translation of text • Test administrator entering student responses • Partner-assisted scanning (PAS)

An abbreviated DeSSA-Alt accommodations form can be found in Appendix B-3, however, the IEP team should reference the DLM accessibility manual at <http://dynamiclearningmaps.org/delaware> for complete descriptions of the supports. The DLM Accessibility Manual, with appendices, must be reviewed during decision-making and the IEP process. The team should be fully aware of the DLM accessibility features, procedures, and associated operational practices.

Switching Between the General and the Alternate Assessment

The decision to change a student’s participation from the general assessments and DeSSA ELA/Mathematics to the DeSSA Alternate assessment for ELA/Mathematics must be made and entered into TIDE and DLM prior to the opening of the Alternate assessment spring test window.

For example, if a student is moved from DeSSA assessments to the DeSSA-Alt assessments, the IEP team must document that determination in the IEP, in TIDE, and in DLM prior to the opening of the DeSSA-Alt spring test window.

If the student is moving from the Alternate assessment to DeSSA ELA/Mathematics, the IEP team must document that determination in the IEP and in TIDE prior to the opening of the DeSSA spring test window.

- If the student is administered the DeSSA (ELA/Math) in the spring window, the student will not be able to participate in the corresponding Alternate assessment content area test until the following school year.
- If the student is administered the Alternate assessment in the spring window, the student will not be able to participate in the corresponding content area test in SAT, or DeSSA (ELA/Math) until the following school year.

For students who transfer from out-of-state, the decision should be made in a timely manner to ensure that the student can participate in the most appropriate assessment within the given school year.

The Participation Guidelines must be signed and the implications of the decision shared when the decision to have the student participate in the DeSSA-Alternate assessment is made.

Accommodations and Supports for DeSSA-Alt

Embedded Accommodations and Supports

All student accommodations and supports should be entered and verified in the DLM system following established policies, procedures, and timelines **prior** to launching a student's test, and then verified again at the beginning of the student's assessment. It is important to verify the accurateness of the entered accommodations prior to testing. The student must have experience with the same accommodations during daily instruction and not be exposed to a new support or accommodation during the test administration.

Dynamic Learning Maps (DLM)

The DLM system is designed to support students with the most significant cognitive disabilities and incorporates a six-step process to customize accessibility features and supports within the DLM system. DLM and DOE provide training to District Test Coordinators, Special Education Coordinators, and educators in related processes. Accommodations and supports are both embedded and non-embedded. The Dynamic Learning Maps Accessibility Manual for the Dynamic Learning Maps Alternate Assessment 2018-19 provides guidance related to the supports and accommodations available and is meant to guide teams in their decision-making process to determine the appropriateness of accommodations and supports for the students. IEP teams will need to consult the DLM Accessibility manual for specifics related to operationalizing the DLM assessment and ensuring access for all students.

Appendix B-3: DeSSA-Alternate Participation Guidelines

Student Name: _____ Date of Birth: _____ School: _____

A student with significant cognitive disabilities is one whose disabilities pervasively impact their intellectual functioning and adaptive behavior. Significant deficits in intellectual functioning result in the student requiring extensive direct instruction and substantial supports in order to make measurable educational gains. Significant deficits in adaptive behavior often result in the student being unable to develop the skills needed to live independently or to function safely in their daily life at home, in school and in the community. As a result, the student is learning academic content that is reduced in depth, breadth, and complexity.

A student who does not meet ALL of the criteria for ALL content areas will participate in the DeSSA/SAT general education assessments with/without accommodations. If a decision is made after the beginning of the DeSSA-Alt window, the student will continue to participate in the DeSSA assessments for the remainder of the school year.

Participation Criteria	Participation Criteria Descriptors	Agree/Disagree
Criterion #1: Evidence of Significant Intellectual Disabilities	The student has a disability or multiple disabilities that significantly impacts intellectual functioning and adaptive behavior . <i>*(Adaptive Behavior- essential for someone to live independently and to function safely in daily life- DLM definition)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #2: Intensity of Instruction	The student requires specialized direct instruction and/or a wide range of supports to acquire and transfer skills to school, home, work, and community environments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #3: Curricular Outcomes	The student requires extensively modified instruction with less complex and depth of skills and <u>uses</u> the Delaware Alternate Achievement Standards to access the Delaware Content Standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #4: Learner Characteristics Inventory (LCI)	In addition to other data sources, the LCI was completed on _____ and the information shared when making the decision of participation in the DeSSA-Alt.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #5: Exclusions	The decision to include the student in the DESSA-Alt is NOT based on the following: 1. existence of an IEP; 2. specific categorical label; 3. educational placement or setting; 4. English language learner status; 5. socio-economic or cultural differences; 6. excessive or extended absences; 7. disruptive behavior; 8. student's reading level; or 9. the expectation that the student will not perform well on DeSSA Gen Ed assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No

Parent/Guardian: My initials below signifies that I understand that my child's participation in the DeSSA-Alternate Assessment *may* lead to a Diploma of Alternate Achievement Standards, which may not be accepted by colleges and technical/trade schools. I understand that the standards assessed in the DeSSA-Alternate Assessment are less complex than the Delaware Content Standards assessed in the DeSSA general assessments. _____

IEP team members: My signature below indicates that the student has met ALL five criteria and I agree with the decision for the student to participate in the DESSA-Alternate Assessment for ELA, Math and Science, based on alternate achievement standards.

_____	_____
(Parent/Guardian(s))	(Date)
_____	_____
(Student)	(Date)
_____	_____
(Administrator/designee)	(Date)
_____	_____
(Teacher)	(Date)
_____	_____
(Other – please specify name and position)	(Date)
_____	_____
(Other – please specify name and position)	(Date)

Appendix B-4: Learner Characteristics Inventory

Complete this Learner Characteristics Inventory (LCI) document for IEP team discussion in conjunction with the DeSSA-Alternate Assessment Participation Guidelines. Select the best description for the student in each area.

Student Name	
Date	
District	
School	
Student ID	
Grade	
Name/Title of Person Completing the LCI	

<p>1. Classroom Setting</p>	<p><input type="checkbox"/> Special school</p> <p><input type="checkbox"/> Regular school, self-contained classroom for almost all activities</p> <p><input type="checkbox"/> Regular school, self-contained classroom except for homeroom, lunch, and “specials”</p> <p><input type="checkbox"/> Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)</p> <p><input type="checkbox"/> Resource room (e.g., children come for services and then go back to their general education classroom (at least 40% of the school day in general education classes)</p> <p><input type="checkbox"/> Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes)</p>
<p>2. Augmentative Communication System</p> <p>Does your student use an augmentative communication system in addition to or in place of oral speech?</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal).</p> <p><input type="checkbox"/> Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests).</p> <p><input type="checkbox"/> Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions.</p> <p><input type="checkbox"/> Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions.</p>
<p>3. Speech Language as a Related Service</p>	<p><input type="checkbox"/> Direct services for communication/language therapy (pull-out)</p> <p><input type="checkbox"/> Direct services integrated into student’s routine/classroom-collaboration</p> <p><input type="checkbox"/> Consultation services only</p> <p><input type="checkbox"/> Student does not currently receive speech language as a related service</p>

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center

<p>4. Expressive Communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. <input type="checkbox"/> Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. <input type="checkbox"/> Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
<p>5. Receptive Language</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Independently follows 1 – 2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. <input type="checkbox"/> Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1 – 2 step directions. <input type="checkbox"/> Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. <input type="checkbox"/> Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).
<p>6. Vision</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vision within normal limits. <input type="checkbox"/> Corrected vision within normal limits <input type="checkbox"/> Low vision; uses vision for some activities of daily living <input type="checkbox"/> No functional use of vision for activities of daily living, or unable to determine functional use of vision.
<p>7. Hearing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Hearing within normal limits. <input type="checkbox"/> Corrected hearing loss within normal limits. <input type="checkbox"/> Hearing loss aided, but still with a significant loss. <input type="checkbox"/> Profound loss, even with aids. <input type="checkbox"/> Unable to determine functional use of hearing.
<p>8. Motor</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No significant motor dysfunction that requires adaptations. <input type="checkbox"/> Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). <input type="checkbox"/> Uses wheelchair, positioning equipment, and/or assistive devices for most activities. <input type="checkbox"/> Needs personal assistance for most/all motor activities.
<p>9. Engagement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates and sustains social interactions. <input type="checkbox"/> Responds with social interactions, but does not initiate or sustain social interactions. <input type="checkbox"/> Alerts to others. <input type="checkbox"/> Does not alert to others.
<p>10. Health issues/ Attendance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attends at least 90% of school days. <input type="checkbox"/> Attends approximately 75% of school days; absences primarily due to health issues <input type="checkbox"/> Attends approximately 50% or less of school days; absences primarily due to health issues. <input type="checkbox"/> Receives Homebound Instruction due to health issues. <input type="checkbox"/> Highly irregular attendance or homebound instruction due to issues other than health

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center

<p>11. Reading</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.). <input type="checkbox"/> Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille. <input type="checkbox"/> Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille <input type="checkbox"/> Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text. <input type="checkbox"/> No observable awareness of print or Braille.
<p>12. Mathematics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Applies computational procedures to solve real-life or routine word problems from a variety of contexts. <input type="checkbox"/> Does computational procedures with or without a calculator. <input type="checkbox"/> Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items. <input type="checkbox"/> Counts by rote to 5. <input type="checkbox"/> No observable awareness or use of number
<p>13. Use of Assistive Technology Devices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>If "NO", please continue to question 14. If "YES", Please select any device the student will use on the assessment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen <input type="checkbox"/> Portable electronic word processors, with or without voice input <input type="checkbox"/> Alternate pointing system <input type="checkbox"/> Symbols of all types (objects, tactile, raised drawings, photos, black/white & color, line drawings) <input type="checkbox"/> Partner assisted scanning <input type="checkbox"/> Calculator, all types <input type="checkbox"/> Eye gaze board <input type="checkbox"/> Colored overlays, visual screens or other visual supports <input type="checkbox"/> Magnification devices/enlarged materials, including computer screen magnification <input type="checkbox"/> Switches <input type="checkbox"/> Braille <input type="checkbox"/> Other

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center

14. Please share any additional information you would like the IEP Team to know about the learning characteristics of this student.

Signature: _____

Use this worksheet to document the supports that will be provided to each students as determined by IEP Teams and as updated in Kite. Category 1 supports are updated immediately as do individual manipulatives and calculator use from Category 2. The other 4 Category supports require 24 hours to update.

Accessibility Support	Category 1 Supports Settings in the PNP Profile that Activate Supports within the Student Portal	Category 2 Supports Settings in the PNP Profile that requires supports or materials in addition to those within Students	Category 3 Supports Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal	Notes
Magnification				
Overlay Color				
Invert Color Choice				
Contrast Color				
Spoken Audio <ul style="list-style-type: none"> • Text only • Text and Graphics • Nonvisual 				
Uncontracted Braille EBAE				
Uncontracted Braille UEB				
Single-Switch System (Access Profile Enabled)				
Two-Switch System				
Individualized Manipulatives				
Calculator				
Alternate Form-Visual Impairment				
Human Read Aloud				
Sign Interpretation of Text				
Language Translation of Text				
Test Administrator Entering Responses for Student				
Partner-Assisted Scanning				

Appendix B-6: DeSSA-Alt Assessment Descriptions
2018-19 School Year

<p align="center">Human Interpreter – Native Language (DOE Approval Required)</p>	<p>Provide a native language translator to translate test questions (including multiple-choice options) into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator must be proficient in the native language. See Appendix D-3 for the Protocol for Native Language Translator. This support must be approved by DOE (Also complete Appendix E-3).</p>
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Category 1 Supports: Settings in PNP Profile activate supports within Student Portal

<p align="center">Magnification</p>	<p>Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, 22 point. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. Scrolling with vary according to the level of the magnification, the amount of content in the item, and the size of the screen.</p>
<p align="center">Overlay Color</p>	<p>The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP Profile and actual live testlets.</p>
<p align="center">Invert Color Choice</p>	<p>Makes the background color black and font white. Images display a white background</p>
<p align="center">Contrast Color</p>	<p>Allows test administrators to choose from color schemes for the background and font.</p>
<p align="center">Spoken Audio</p>	<p>Synthetic Spoken Audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual. (This preference also describes page layout for students who are blind or have visual impairments).</p>

Category 2 Supports: Settings in PNP Profile require additional supports or materials.

<p align="center">Braille</p>	<p>The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student’s PNP Profile. DLM braille forms also include Nemeth code for mathematics, as needed. Braille testlets are for students who read proficiently.</p>
<p align="center">Alternate Form – Visual Impairment</p>	<p>For a student who is blind and does not read braille or who has significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet if available, will have the letters BVI in the testlet name, in the test ticket, and in Student Portal.</p> <p>If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Testlet Information Page (TIP) for the testlet will provide information on how to make appropriate adaptation for the student.</p>

Single-Switch System	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Individualized manipulatives	Students may use familiar manipulatives (e.g. abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for more information.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlets will specify whether a calculator is permitted.

Category 3 Supports: Settings in PNP Profile all require supports provided by the test administrator outside of the Kite Student Portal

Human Read Aloud	Test administrators may read the assessment aloud to students. Alternate text for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate text descriptions of images are provided as additional pages after the main TIP. The DLM Test Administration Manual also includes information about the human read aloud.
Sign Interpretation of Text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language Translation of Text	Test administrators may translate the text for students who are English Learners who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Masking	Masking is not an option in Student Portal, but it is an acceptable support for students with visual impairments. Test administrators may use a piece of paper to cover portions of the test to reduce visual clutter without otherwise affecting the information or number of response options.
Test Administrator Entering Student Responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-Assisted Scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option, and students indicate when presented their desired response.

For more information on Supports Allowed or Not Allowed, consult the [DLM Accessibility Manual](#) 2019-2020 pg. 27
 For Guiding Questions for Discussion and Selection of Appropriate Accessibility Supports, see page 25 in the DLM Accessibility Manual 2019-2020

Appendix B-7: DeSSA-Alt Test Profile Characteristics Form

Directions:

Use this form to keep track of the following test profile characteristics for the DeSSA-Alternate assessment. These are not accommodations or supports, but characteristics of the student’s testing profile. Share this information when the student changes teachers or schools. Keep a copy in the student’s folder. DLM incorporates a First Contact Survey for background information and an Access Profile to help determine assessment entry points.

Make an X in the boxes to indicate that the test administrator should make adjustments to a student’s test administration.

Student Name: _____ Date of Form: _____

Teacher Name: _____

Test windows in which this profile was last implemented: _____

	Reading	Mathematics
Adaptation of response cards		
Cutting		
Laminating		
Velcro		
Special Paper		
Color Overlay		
Amplification		
Adaptive Lighting		
Adaptive Furniture/Seating		
Sensory Supports (e.g., headphones, weighted vest)		
Frequent Breaks		
Preferred Time of Day for Testing		
Communication Aids (Switch, Pointer, Assistive Augmentative Communication Device)		

NOTES:

SECTION V: ACCESS 2.0

- [ACCESS](#)
- [Appendix C-1: WIDA Assessments Accessibility and Accommodations](#)
- [Appendix C-2: WIDA Assessments Descriptions](#)
- [Appendix C-3 \(WIDA\) Unique Accommodations](#)
- [Appendix C-7: Scribe Guidance for ACCESS 2.0](#)
- [Appendix C-10: ACCESS-Alt Participation Guidelines](#)
- [Appendix C-11: Alternate ACCESS for ELLs Participation Criteria Decision Tree](#)

ACCESS (Assessing Comprehension and Communication in English State-to-State)

The WIDA ACCESS for ELs 2.0 and ACCESS ALT tests are annual English language development assessments administered in the spring to all English Learners who have been identified through the Home Language Survey and WIDA MODEL or WIDA Screener. For more information concerning this assessment, contact Maria Paxson at 302-735-4180.

Transitioned (Former English Learners) EL students who reach a performance level of 5.0 or greater on the ACCESS for ELs 2.0 assessment no longer qualify for Level 2 Designated Supports as an EL student. They may not receive Level 2 supports on DeSSA tests unless they are identified as a General Education student receiving supports or are eligible for accommodations related to a disability.

Students who have been exited or transitioned may not receive the exemption for recently arrived EL students. Students who receive an EL exemption are not required to take the DeSSA ELA, DeSSA-Alt ELA, or SAT Reading.

Appendix C-1: WIDA Assessments Accessibility and Accommodations

General Student Information:

Completion Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Administration Year:	Spring 2020
Select:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> SWD/EL <input type="checkbox"/> Gen Ed w/Supports <input type="checkbox"/> Gen Ed

NOTE: This form may be used by an IEP or 504 team to determine appropriate accommodations for the ELP assessment. **Accommodations must be entered online in the WIDA AMS system.**

Check the Assessment:

- ACCESS for ELLs 2.0 (online)
 ACCESS for ELLs 2.0 (paper)
 Kindergarten ACCESS for ELLs
 Alternate ACCESS for ELLs

Administrative Considerations

Available to all ELs (see descriptions in Appendix B-5)

Adaptive and Specialized Equipment or Furniture		Participate in different testing format (DTF) (Approved by DOE)	
Alternative Microphone		Read aloud to self	
Familiar Test Administrator		Specific Seating	
Frequent or Additional Supervised Breaks		Short Segments	
Individual or Small Group Setting		Verbal Praise or Tangible Reinforcement for on-task or appropriate behavior	
Monitor Placement of responses in the test booklet or onscreen		Verbally Redirect Student's Attention to the Test (English or Native Language)	

Universal Tools

Available to all ELs (see descriptions in Appendix B-5)

Universal Tools	ACCESS for ELLs 2.0 (online)				ACCESS for ELLS 2.0 (paper)				Kindergarten ACCESS for ELLs				Alternate ACCESS for ELLs			
	L	R	S	W	L	R	S	W	L	R	S	W	L	R	S	W
Audio Aids																
Color Contrast																
Color Overlay																
Highlighters, Colored Pencils or Crayons																
Keyboard Navigation					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Vision Aids or Magnification Devices																
Sticky Notes	N/A	N/A	N/A						N/A	N/A	N/A		N/A	N/A	N/A	
Scratch Paper or Whiteboards																

Accommodations Available to all ELs with IEPs and 504 Plans (see descriptions in Appendix C-2)

Accommodations	ACCESS for ELLs 2.0 (online)				ACCESS for ELLs 2.0 (paper)				Kindergarten ACCESS for ELLs				Alternate ACCESS for ELLs			
	L	R	S	W	L	R	S	W	L	R	S	W	L	R	S	W
Manual Control of Item Audio (MC)		No				No										
Repeat Item Audio (RA)		No				No	N/A						N/A	N/A	N/A	N/A
Extended Speaking Test Response (ES)	N/A	N/A		N/A	N/A	N/A		N/A	N/A							
Large Print (LP)																
Braille with Tactile Graphics (Braille Writer/Braille Note-taker) (BR)	N/A	N/A	N/A	N/A			No		N/A	N/A	N/A	N/A	N/A			
Interpreter Signs Test directions in ASL (SD) (Approved by DOE)																
Human Reader for Response Options (HR)		No	N/A	N/A		No	N/A	N/A	N/A							
Human Reader for Repeat of Response Options (RR) – 1x		No	N/A	N/A		No	N/A	N/A								
Human Reader for Items (HI) (Approved by DOE)	N/A	N/A	N/A	N/A		No										
Human Reader for Repeat of Test Items (RI)	N/A	N/A	N/A	N/A		No										
Scribed Response (SR) (Approved by DOE)			N/A				N/A		N/A							
Word Processor or Similar Keyboarding Device used to Respond to Test Items (WD) (Approved by DOE)			N/A				N/A				N/A				N/A	
Students Responds using a Recording Device which is played back and transcribed by the student (RD) (Approved by DOE)									N/A							
Test may be Administered by School Personnel in Non-School Setting (NS) (Approved by DOE)																
Extended testing time within the school day (ET)			N/A				N/A									
Extended testing of a test domain multiple days (EM)													N/A			

Domain Exemption Request – available for students unable to take a domain and receive a composite score.

Key: L – Listening R – Reading S – Speaking W – Writing

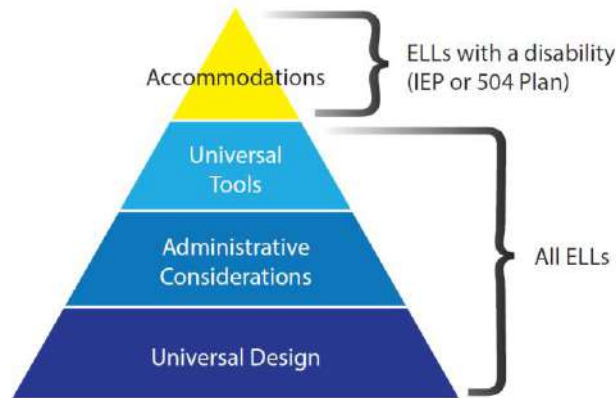
*** N/A – Not Applicable because the accommodation is already incorporated into test design or irrelevant to domain

**** NO – Inappropriate and therefore not recommended

Approved by DOE – Complete Appendix C-3 (WIDA): Unique Accommodations request and submit as a Help Desk Ticket

Appendix C-2: WIDA Assessments Descriptions
2019-20 School Year

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This is Framework used to determine Supports and Targeted Accommodations to increase accessibility for all assessments for all ELs.

** For more Detailed Descriptions and additional information, refer to the [WIDA Accessibility and Accommodations Framework](#)

Administrative Considerations

<p>Adaptive and Specialized Equipment or Furniture</p>	<p>Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing. If other students in the testing environment are familiar with the furniture/ equipment being used (so it is not deemed a disruption to others), students using the furniture/equipment may test alongside other students, rather than in a separate environment.</p>
<p>Alternative Microphone</p>	<p>Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test.</p> <p>Students may also need to be tested in a separate environment in order to limit distractions for other students.</p>
<p>Familiar Test Administrator</p>	<p>Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.</p>

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Administrative Considerations

<p>Frequent or Additional Supervised Breaks</p>	<p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious).</p> <p>Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements for should be made for the student to be escorted in order to minimize interactions with other students.</p> <p>During breaks, the student’s test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student’s paper-based test materials, or ensure the online test has been placed on “pause.” The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.</p>
<p>Individual or Small Group Setting</p>	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., “fewer than ten students” or “no more than 8 students”), or follow the state’s policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being administered.</p>
<p>Monitor placement of responses in the test booklet or onscreen</p>	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the “tab” rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.</p>
<p>Participate in different testing format (paper vs online)</p> <p>Approved by DOE</p> <p>(Not needed for Alternate ACCESS)</p>	<p>Students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis.</p> <p>Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing, as this results in the student receiving the lowest possible score for the domain.</p> <p>This feature is allowed for any student with DOE approval.</p>

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Administrative Considerations

<p>Read Aloud to Self</p>	<p>A student may read the assessment aloud to him/herself. Devices, such as “whisper phones,” may also be used.</p> <p>To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored and proctored while the assessment is being given.</p>
<p>Specific Seating</p>	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator’s desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.</p>
<p>Short Segments</p>	<p>In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain should be completed within one school day.</p> <p>NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.</p>
<p>Verbal praise or tangible reinforcement for on task or appropriate behavior</p>	<p>It may be appropriate to provide students a positive reinforcement during testing. <i>Reinforcement may not depend on the accuracy of the student’s response.</i> Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “Okay.”</p>
<p>Verbally redirect student’s attention to the test (English or Native Language)</p>	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>

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Universal Tools

They do not need to be pre-selected for online testing in WIDA AMS. Universal Tools may be embedded in the online test or provided by a test administrator.

Audio Aids	A tool to amplify or diminish sound. Audio aids include amplification devices, noise buffers, or white noise machines. (provided by school or student)
Color Contrast	A tool to change the text and background color.
Color Overlay	A tool that changes the contrast between the text and the background color. Color choices include green, blue, beige, pink and yellow.
Highlighters, Colored Pencils or Crayons	A tool student can use to mark specific text.
Keyboard Navigation	A tool to change the different areas of the online test screen or move from screen to screen. Does not apply to paper test
Line Guide or Tracking Tool	A tool for the student to guide his/her eyes while reading text on the computer screen.
Low Vision Aids or Magnification Devices	A tool to increase the size of graphics and text.
Sticky Notes	A tool the student can use to make notes in preparing responses on the Writing test.
Scratch Paper/Whiteboards	A tool the student can use for notes, drafts and diagrams. No graphic organizers may be provided. Students may use an individual, erasable whiteboard as scratch paper for notes and responses. The used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase whiteboards at the end of each test domain to maintain test security. Scratch paper must disposed after test session. Whiteboards erased clean. Paper test: Only work in the test booklet will be scored.

Accommodations (SWD/ELs)

Braille with Tactile Graphics (BR) Approved by DOE	Paper-based used to provide access to braille-proficient EL who is blind. Embossed text is provided in either contracted or uncontracted braille. Unified English Braille (UEB) in grades 1-5 English Braille American Edition (EBAE) in grades 6-12
Domain Exemption Request Approved by DOE	Students with special needs or circumstances who are unable to complete one or more domain areas are able to receive a composite score. Complete Appendix C-3 for this unique accommodation request. WIDA recommends that students who are deaf/hard-of-hearing complete the paper-pencil version. (Different test format)

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Accommodations

Extended Time of a Test Domain over Multiple Days (EM)	An individual domain must be completed within one day. However, in rare cases, only when absolutely necessary, due to an illness, disability, or extended interruption in testing, students may extend the testing session over multiple days.
Extended Speaking Test Response Time (ES)	Used to support students with cognitive, language processing, physical or communication disabilities who need additional processing time for spoken language.
Extended Testing Time within the School Day (ET)	Used to support students with cognitive, language processing, physical or communication disabilities who need additional time to complete one or more test sections.
Human Reader for Items (HI) Approved by DOE	For students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention, etc.) For writing, this accommodation is only applicable for students in Grades 4-12 who are taking either the Tier B or C forms. Human Reader is included for all tiers in grades 1-3; Tier A in grades 4-12; Kindergarten; and Alternate ACCESS have test prompts read aloud as part of the test administration procedures. Consult the WIDA Accessibility and Accommodations Supplement for further guidance.
Human Reader for Response Options (HR)	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics only response options are not read or described. Only available for the Listening domain and may be used for students who have a documented disability requiring support for reading, print or focus/attention.
Human Reader for Repeat of Items (RI)	Read aloud and repeat test items (e.g., prompts and response options) by in-person human. Used for students with a documented print disability.
Human Reader for Repeat of Response Options One Time (RR)	Only available for Listening domain and may be used to help students who use ASL become familiar with test logistics, test directions, and practice items. Translations of test items and response options into ASL or any other language is not permitted. No part of the scorable test items may be signed to a student.
Interpreter Signs Test Directions in ASL (SD) Approved by DOE	Interpreter uses ASL or another sign system to sign test directions to the student. This accommodation may be used to help students who use ASL become familiar with test logistics, test directions and practice items. Translations of test items and response options into ASL or any other language is not permitted. No part of the scorable test items may be signed to a student.
Large Print (LP)	(Online: Embedded magnifier, responsive screen) Paper test: 18-point font on 11X17 paper. May be used for students with visual impairments. Students answers must be transcribed verbatim into a scannable test book. Student work and/or answers that are not transcribed will not be scored. Enlargement of response options for Alternate ACCESS for ELLs may be done at the local level.

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Accommodations**

<p>Manual Control of Item Audio (MC)</p>	<p>May be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability.</p> <p>This allows the student to enable and activate the play button one time. Once initiated, the audio cannot be paused or stopped. Must be selected in WIDA AMS prior to beginning online testing.</p>
<p>Repeat Item Audio (RA)</p>	<p>May be used to support students with disabilities who need repetition based on language processing needs or attention/focus needs due to a documented disability.</p> <p>This allows the play button to be enabled and activated by the student. After the initial auto play, a repeat button becomes available. Once initiated, the audio cannot be paused or stopped.</p> <p>For online testing, this accommodation must be selected in WIDA AMS prior to the student beginning testing.</p>
<p>Scribe (SR) Approved by DOE</p>	<p>May be used for an EL who: Has a physical disability that prevents independent computer output even with adaptive equipment, or Has a physical inability to hold a writing instrument; or Has a disability that prevents the EL from expressing written language routinely requiring dictation for written compositions during classroom instruction.</p> <p>This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance.</p> <p>Responses must be scribed verbatim on screen or in paper test booklet. Must be administered in a one-to-one testing environment.</p>
<p>Student Responds using a Recording Device, which is played back and transcribed by the student (RD) Approved by DOE</p>	<p>May be used to support ELs with writing processing issues to allow ELs to separate the processes of responding and writing the response. Responses must be transcribed by student verbatim on screen or in the test booklet. Transcription cannot be edited or rephrased if not completed in the same testing session. Administered in an individual testing environment.</p>
<p>Test may be Administered by School Personnel in a Non-School Setting (NS) Approved by DOE</p>	<p>May be used to test ELs who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window. Test administrators must be trained. A school-issued laptop with both the Testing Site Manager and INSIGHT should be used.</p>
<p>Word Process or Similar Keyboarding Device used to Respond to Text Items (WD) Approved by DOE</p>	<p>A student who is unable to keyboard responses directly on the online assessment or use a pencil to respond on the paper-based test may use this accommodation.</p> <p>For Writing: Spell check, grammar check, dictionary/thesaurus and access to the internet must be turned off.</p>

Appendix C-3 (WIDA): Unique Accommodations/Supports Request Form

The EL Coordinator/District Test Coordinator or designee must submit to the DOE Help Desk (KACE) at least 10 business days before you intend to test the student. **This form should only be used for ACCESS assessments. For DeSSA and DeSSA-Alt use Appendix A-3.** Do NOT mail or FAX this form to DOE.

Completion Date:			
Student Name:			
Date of Birth:			
Student ID:			
District:			
School:			
Grade:			
Administration Year:	Spring 2020		
Select:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> SWD/EL <input type="checkbox"/> Other: _____		
Test Administration year:	Spring 2020		
WIDA Assessment	<input type="checkbox"/> ACCESS for ELLs 2.0 <input type="checkbox"/> Kindergarten ACCESS for ELLs <input type="checkbox"/> Alternate ACCESS for ELLs	Check all applicable domains	<input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Writing
Check all that apply:	<input type="checkbox"/> Scribed Response (SR) <input type="checkbox"/> Response with a Recording Device (RD) <input type="checkbox"/> Human Reader for Items (HI) <input type="checkbox"/> Word Processor/Keyboarding Device Response (WD) <input type="checkbox"/> Different Testing Format (paper vs. online) – Approval not needed for Alternate ACCESS)	<input type="checkbox"/> Interpreter Signs Test Directions in ASL (SD) <input type="checkbox"/> Braille with Tactile Graphics <input type="checkbox"/> Non-School Setting (NS) <input type="checkbox"/> Domain Exemption Request <input type="checkbox"/> Other	
Both boxes MUST be checked for approval to be granted.	<input type="checkbox"/> Mandated by IEP/504 Plan IEP/504 Plan Date: _____ <input type="checkbox"/> Used all year in Classroom Instruction		
Detailed Description of Unique Accommodation/ Support:			

Signature

Title

Date

Note: This documentation is to be kept in the student’s file. This form and any additional documentation must be scanned and given to the District Test Coordinator to submit through DOE Help Desk (KACE). **Students may not be administered this Unique Accommodation without written approval from DOE.**

Appendix C-7: Scribe Guidance for ACCESS 2.0

Students receiving the scribe accommodation may respond to test items either

- Orally
- Using gesturing/pointing
- Eye-gazing
- AAC device

The adult test administrator serving as a scribe may either keyboard the student's responses directly onscreen (online) or enter the student's responses in the student's answer booklet (paper-based).

Scribing takes place as the student dictates or produces the response, and the response is entered verbatim into the online assessment or the paper test booklet at the time of testing. If requested by the student, the scribe may read the dictated response back to the student. The student may subsequently dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect.

- A scribe may administer the accommodation to only one student at a time during a testing session. The student must be tested in an individual setting.
- The scribe may manipulate embedded universal tools such as the notepad, line guide or color contrast setting as requested by the student.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan or draft as directed by the student.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read a response that was already dictated. The student may dictate change or edits to the scribe, and the scribe must make those changes exactly as directed by the student, even if the change is incorrect.
- All scribing, including changes, must be completed during the test session.

For the Writing domain:

While mechanics are not specifically scored in the Writing domain, grammatical structures and organization of text does affect the student's score. The student is responsible for all capitalization and punctuation by verbally instructing the scribe what letters are capitalized and where to add punctuation.

- After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
- During dictation: The student may add capitalization and punctuate as he/she dictates. (e.g., capital S, she only paints with bold colors, semicolon, she does not like pastels, period.)

The student should provide exact spelling the first time they use a keyword (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. (e.g., pastels, P-A-S-T-EL-S.)

If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word (e.g., “how do you spell twall?”) and write down the student's spelling of the word.

Qualifications for a Scribe

Individuals who provide the Scribe accommodation must:

- Be trained by the SEA or LEA on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign a WIDA’s non-disclosure agreement.
- Be proficient in all English language domains.
- Produce legible text (paper-based) or be proficient at typing (online).

Preferably, the scribe will already have experience scribing for the student. Likewise, the student should have experience with the given accommodation on an ongoing basis. The exception would be in an unforeseeable circumstance such as a broken arm or hand. In this case, it is strongly recommended that the student and scribe be allowed time to practice prior to beginning the assessment.

A new accommodation should not be introduced to the student for the first time during administration (exceptions apply to emergency accommodations, e.g., scribe due to a broken hand). Accommodations used during assessment should be familiar to the student because they have been used instructionally.

Acceptable Scribing Practices

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “No.”
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as “Please spell that word.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.
- The scribe can ask the student to slow down or repeat their dictated response.
- The scribe should not write down unrelated vocalizations (“um”) by the student.

Unacceptable Scribing Practices

- The scribe must not influence the student’s response in any way.
- The scribe must not coach the student by giving specific directions, clues, or prompts. (e.g., “remember to tell me to capitalize the first letter of a sentence.”)
- The scribe must not tell the student if his or her answer is correct or incorrect, or alert the student to mistakes.
- The scribe must not answer a student’s questions related to the content. (e.g., “Can you tell me what this word means?”)
- The scribe cannot suggest that the student says more or go back and check the responses.

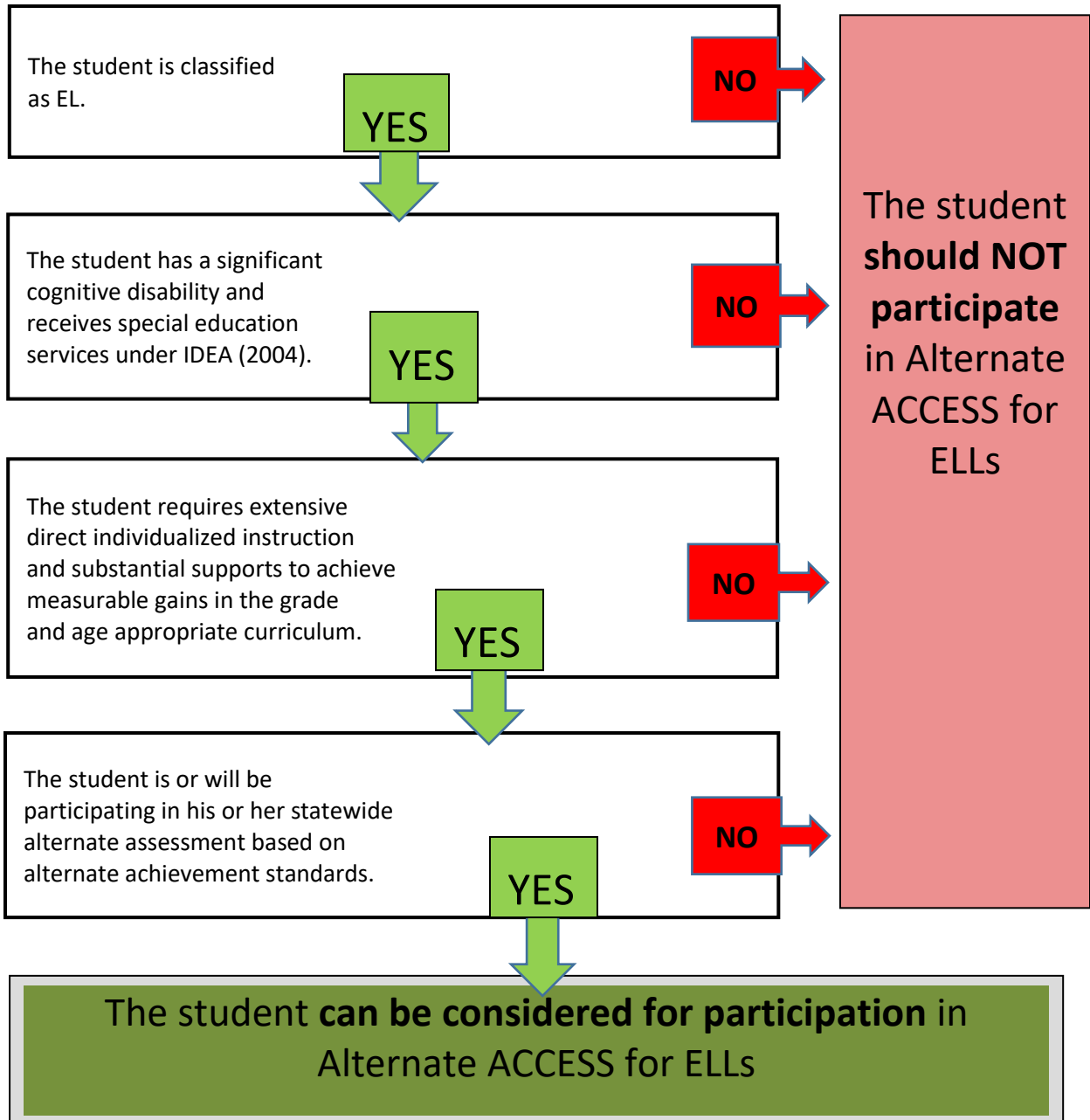
Appendix C-10: ACCESS-Alt Participation Guidelines

- IEP teams decide whether students who are classified as English Learners with significant cognitive disabilities participate in the Alternate ACCESS for ELLS.
- The following criteria were developed to help IEP teams determine whether the Alternate ACCESS for ELLS is an appropriate test for students
- All of the following participation criteria must be met to administer the Alternate ACCESS for ELLS to a student.

Participation Criteria	Yes	No	Explanation of Yes or No Response
The student is classified as an EL			
The student has a significant cognitive disability and receives special education services under IDEA (2004).			
The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.			
The student is or will be participating in his/her statewide alternate assessment based on alternate academic achievement standards.			

**For more information, please visit: <http://wida.wisc.edu/assess/alt-access>

Appendix C-11: Alternate ACCESS for ELLs Participation Criteria Decision Tree



*(1) Accommodations and modifications within the general education curriculum were considered; (2) The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors; (3) The student’s curriculum more closely reflects the Alternate Model Performance Indicators (AMPSis) than typical age or grade-appropriate benchmarks.

SECTION VI: SAT

- [Eligibility](#)
- [Accommodations Requests](#)
- [Staff to Student Ratios in Accommodated Rooms](#)
- [Appendix D-1: SAT Accommodations Request Process](#)
- Appendix D-2 SAT College-Board – Approved Accommodations Form
- Appendix D-3: SAT Accommodations Descriptions
- [College Board Approved Word-to-Word Dictionaries/Bilingual Glossaries for SAT](#)

School Day SAT

Some students with documented disabilities are eligible for accommodations on College Board exams. Students cannot take the **SAT** with accommodations unless their request for accommodations has been approved by Services for Students with Disabilities (SSD). Consult the [Accommodated Test Administration Manual](#) for more information.

In general, students approved by SSD for College Board testing accommodations meet the criteria discussed below:

Eligibility

1. Student Has a Documented Disability

Some examples of disabilities include blindness and visual impairments; learning disorders; physical and medical impairments, such as cerebral palsy and diabetes; and motor impairments. There are many others.

Students must have documentation of their disability, such as a current psychoeducational evaluation or a report from a doctor. The type of documentation needed depends on the student's disability and the accommodations being requested. In some cases, documentation must be submitted to the College Board. [Learn more about Providing Documentation.](#)

2. Participation in a College Board Exam Is Impacted

The disability must result in a relevant functional limitation. In other words, it must impact the student's ability to participate in College Board exams. Students whose disabilities result in functional limitations in the following areas may need accommodations:

Reading

Writing

Sitting for extended periods

On the other hand, students like these may not need accommodations:

Students who need assistance walking in the hallways or participating in physical education.

Students with a hearing impairment who need assistance taking notes in class. College Board exams are primarily written exams.

Students with certain psychiatric conditions, such as some specific phobias, that don't impact them during test taking.

3. Requested Accommodation Is Needed

The student must demonstrate the need for the specific accommodation requested. For example, students requesting extended time should have documentation showing that they have difficulty performing timed tasks, such as testing under timed conditions.

Other typical accommodations include Braille and large-print exams, use of a computer for essays, and extra breaks. However, accommodations are not limited to these; the College Board will consider any accommodation for any documented disability.

4. Accommodation Is Received on School Tests

With few exceptions, students who request an accommodation on College Board exams receive that accommodation on tests that they take in school. However, students who receive an accommodation in

school or have an Individualized Education Program (IEP) or 504 Plan that includes the accommodation do not automatically qualify for the accommodation on College Board exams — they must still be approved by the College Board’s Services for Students with Disabilities, and in some cases documentation will be requested for the College Board’s review.

The student’s history of receiving accommodations in school and information provided by the school are important in the College Board’s review of requests for accommodations. Yet College Board exams can differ from classroom tests. When requesting accommodations, schools and students should consider whether the accommodations that are used for classroom tests are needed for the specific College Board tests that they are taking.

Accommodations Requests

The request for accommodations on the SAT approval process occurs in advance at the school level. An overview of the process may be found at <https://www.collegeboard.org/students-with-disabilities/request-accommodations/approval-overview> .

College Board provides training and support for this process for test administrators and local Students with Disabilities (SSD) coordinators. The Delaware SAT and DeSSA Accommodations Crosswalk (Appendix G) companion document provides guidance related to the supports and accommodations available and their categorization as college reportable, non-college reportable, and state allowed for accountability purposes. This Crosswalk document is meant as a guide and teams may need to discuss for students which accommodations or supports are appropriate based on the student’s IEP, 504 Plan, or EL Plan.

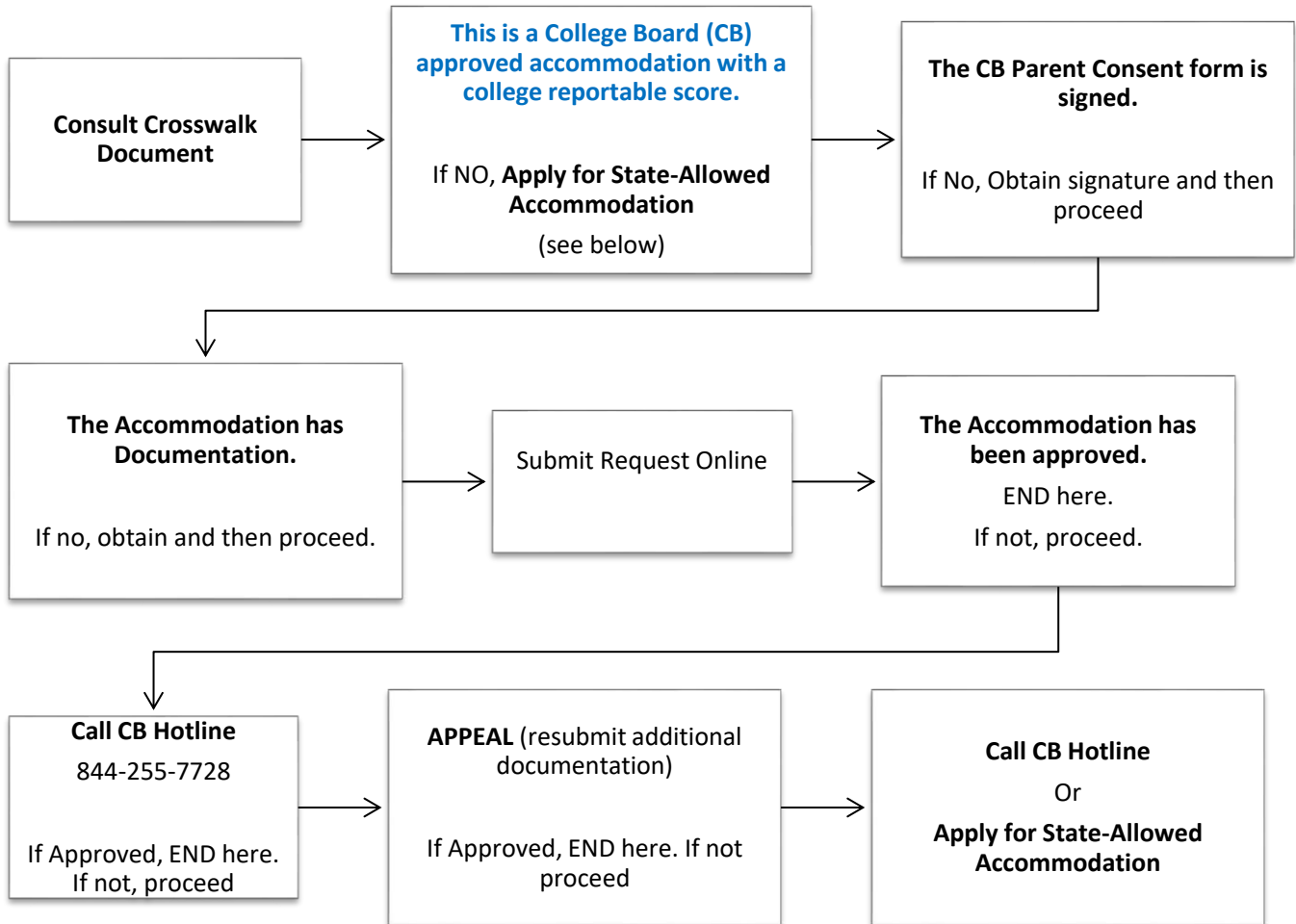
All requests for accommodations must be submitted using the [2019 Student Eligibility Form](#) to College Board (CB), following established timelines. The process for requesting and receiving approval for testing accommodations begins with the school submission of the request online through the SSD Online Disability Accommodation Management System. In most cases, accommodations will be automatically approved by CB without the need for additional documentation. However, CB may sometimes require additional submission of information.

School Day SAT is a single administration (one day, unless student has extended time). Resets on the School Day SAT assessment are not an option. However, a student could potentially test again on another date.

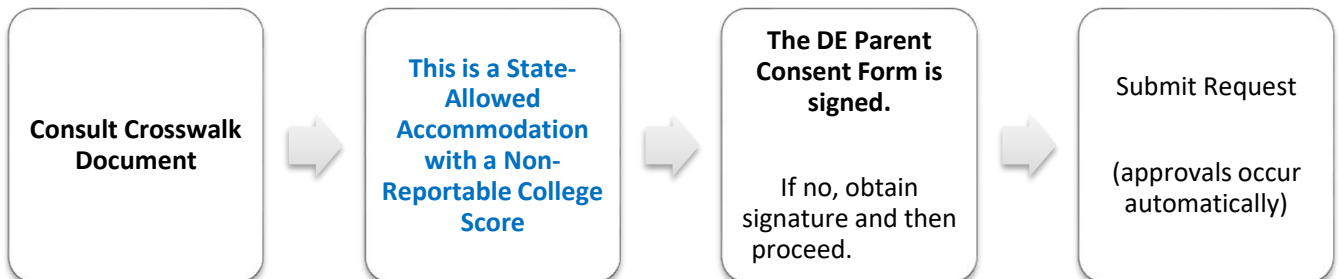
Staff to Student Ratios in Accommodated Rooms

Required staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10). A room monitor is not required until you have 21 or more accommodated students testing in the same room.

Appendix D-1 SAT Accommodations Request Process



State-Allowed Accommodations



Appendix D-2 SAT College-Board – Approved Accommodations Form

This form is meant assist IEP teams in selecting accommodations for students on the SAT. All information should be submitted on College-Board’s forms/online. (The list below is not comprehensive. Contact CB for additional accommodations)

Student Name: _____ DOB _____

Date _____

Select the Appropriate Assessment: SAT with Essay PSAT 10 PSAT 8/9

COLLEGE-BOARD Reportable and Allowable Accommodations	Description	Reading	Math	Essay	COLLEGE-BOARD Reportable and Allowable Accommodations	Description	Reading	Math	Essay	
TIMING/SCHEDULING					SETTING					
	Extended time 50%	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Small group	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended time 100%	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One-to-one setting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	More than 100%	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternative test site		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Late start time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preferential seating	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Limited testing time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wheelchair accessibility		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extra breaks	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Home/Hospital setting	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended Breaks	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	OTHER				
	Breaks as needed	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Four-function calculator	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Multiple day	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Auditory Amplification/FM system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READING/SEEING					Permission for food/ medication					
	Large print test book ___pt	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Permission to test blood sugar	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reader	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Noise buffers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of a highlighter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	**Sign Language Interpreter for Oral Instructions	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STATE-ALLOWABLE ACCOMMS (not reportable)				
	Visual magnification		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	Colored Overlays		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ASL – test content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Braille	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ASL – student responses		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Braille graphs	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bilingual dictionaries not approved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MP3 audio	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ENGLISH LEARNER SUPPORTS (reportable and allowable)				
	Assistive technology-compatible	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Written copy of oral instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Translated test directions	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hand-held magnifiers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word-to-word glossaries	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONDING					EL 50% Extended Time					
	Writer/Scribe	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tape recorder		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Computer	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Braille device for written responses	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Record answers in test booklet	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Large-block answer sheet	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D-3: SAT Accommodations Descriptions 2019-20 School Year

*** Information was pulled from The Services for Students with Disabilities (SSD) Coordinator Handbook and the SAT Accommodated Testing Manual and the SSD online site.

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COLLEGE-BOARD Reportable and Allowable

TIMING/SCHEDULING

Extended time	<p>Extended time options include:</p> <ul style="list-style-type: none"> • Time and a half, or 50 percent additional time for the new SAT is 4 hours and 30 minutes without the essay, and 5 hours and 45 minutes for the new SAT Essay • Double time, or 100 percent additional time is 6 hours on the new SAT without the essay, and 7 hours and 40 minutes for the new SAT Essay • More time (for instance, in rare circumstances, 150 percent additional time is 7 hours and 30 minutes on the new SAT; 9 hours and 35 minutes on the new SAT with Essay) <p>Since DE does the SAT with Essay, students with 50% or 100% extended time test over two days. Students should request extended time only if their disability causes them to work more slowly than other students. If a student is usually able to complete school-based tests in the allotted time, or if the student's inability to complete tests is not related to a disability, then extended time should not be requested.</p> <p>Students will get extended time only for the subject area(s) they're approved for (e.g., math only or writing only). Exception: Students approved for extended time for reading and EL students testing with 50% extended time will receive extended time for the entire test.</p> <p>Reading</p> <ul style="list-style-type: none"> • Student receives extended time for ALL sections. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks. <p>Math</p> <ul style="list-style-type: none"> • Student receives extended time only for the math sections (unless approved for other accommodations). • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks for math sections. <p>Writing</p> <ul style="list-style-type: none"> • Student receives extended time only for the SAT Essay (unless approved for other accommodations). If they are not taking the SAT with Essay, they would test in the standard test room. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks for the Essay.
50% Extended Time	Student receives time-and-a-half for each approved section of the test. Student may be approved for extended time for the entire test, or for just one section (e.g., Reading, Writing and Language, Math, or Essay). Students must stay for the entire amount of extended time; they cannot self-pace.
100% Extended Time	Student receives double time for each approved section of the test and may receive extended time in Reading, Writing and Language, Math, or Essay. Students must stay for the entire amount of extended time; they cannot self-pace.
Extra Breaks	Student is given a break halfway through longer sections, and a break after every section. Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section, and an extra break in the middle of Sections 1 and 4, and the SAT Essay, if applicable.

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COLLEGE-BOARD Reportable and Allowable

TIMING/SCHEDULING

Extended Breaks	<p>Student is given breaks at the standard time, but breaks are typically twice as long. A student with extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically. Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.</p>
Breaks as Needed	<p>Most often provided for students with significant physical or medical conditions, but also appropriate for some other disabilities. Breaks are granted as requested by the student during the test. Timing of the test is paused during the break. A student who requests breaks as needed may need additional accommodations such as permission to eat, take medication, or test blood sugar during the test. These must be requested specifically. When a student is approved for breaks as needed, they may take a break during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time doesn't count toward testing time (that is, the testing clock stops).</p>
Multiple Day	<p>Students may only test over 2 days if they are approved for an accommodation or support that requires 2-day testing. Students with accommodations that require more than 6 hours of testing (including breaks) will test over 2 days. This includes:</p> <ul style="list-style-type: none"> • 50% extended time for entire SAT with Essay • 100% extended time for Math and Writing on the SAT with Essay • 100% extended time for entire SAT or SAT with Essay • MP3 audio format • Students approved for limited-time testing <p>All students testing over 2 days should be tested as early in the window as possible and over consecutive days whenever possible. Students who are absent on the second day should resume testing on the day they return to school. You'll return the materials to your test coordinator for secure overnight storage. Students will complete the test on the second day</p>

READING/SEEING

Large Print	<p>Students who test with large print (14-point, 20-point, or larger font) test with standard time and breaks unless approved for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room. Some students who request reading/seeing accommodations will need additional accommodations, such as extended time, or they will need a scribe or another way to record responses.</p>
Reader	<ul style="list-style-type: none"> • Student is read the test aloud by an adult. • Student must be in a one-to-one setting. (Each student must have their own reader. Reader cannot read to a group of students.) • Student automatically receives 50% extended time and extra breaks on all sections. • Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. Reader reads the entire test. <p>Students assisted by a reader or a scribe:</p> <ul style="list-style-type: none"> • Will test with 50% extended time, unless approved for more extended time. • If taking the SAT with Essay, will test over 2 days. • Must have their own reader or scribe (these support staff cannot be shared).

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COLLEGE-BOARD Reportable and Allowable

READING/SEEING

<p>Sign Language Interpreter for Oral instructions (DOE Approval Required)</p>	<p>Students who are deaf or hearing-impaired may: Have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions to the student, not of test content.</p> <ul style="list-style-type: none"> • Interpreter provides test directions (the only oral portion of the SAT, PSAT 10, or PSAT 8/9) in sign language, such as American Sign Language (ASL) or Exact English Signing (EES). • ASL interpreter cannot be used for test questions. • Interpreters are designated by the school and must meet testing staff requirements.
<p>Braille</p>	<p>A Braille test book Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.</p> <ul style="list-style-type: none"> • To supplement each braille test and accompanying braille Essay book (when applicable), a regular-type test book and Essay book are included for your use as a reference. A reader's script will also be sent in case the student asks to have a question read. • Provide each student with a copy of the Guide to the Nemeth Code and the Braille Reference Information (a braille math reference book). The Guide to the Nemeth Code lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test or using the graphs and figures supplement may refer to the guide during the test. The Braille Reference Information contains math reference material required for the braille test. Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
<p>Braille Graphs</p>	<p>Students approved to use a braille graphs and figures supplement in conjunction with a test format such as an audio version of the test, or with a reader. This is not the same as testing with a braille test. See <i>Braille Figure Supplement Book</i></p>
<p>MP3 Audio</p>	<p>Audio version of test, delivered through an internet streaming application and consists of read-only files. Allows student with reading or visual impairments to listen to the test.</p> <ul style="list-style-type: none"> • Student automatically receives 100% extended time (plus additional time on the Writing and Language Test) and extra breaks on all sections. • Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. • Students must either use headphones or test in a one-to-one setting. • Get practice tests by downloading (Available for SAT and PSAT) redesigned SAT MP3 files or PSAT 10 MP3 files • Streaming application with multiple-choice and Essay MP3 files provided for use on a computer** • Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. • If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. • All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.

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COLLEGE-BOARD Reportable and Allowable

RESPONDING

<p>Assistive-Technology Compatible</p>	<p>Assistive Technology Compatible or ATC, is a digital version of the test delivered on a flash drive. The test is in an accessible Word format. It is intended for use with technology that assist students in reading the test, such as screen readers and other technologies. However, some students use this accommodation without other technology in order to enlarge the text. (Available for SAT, PSAT and most AP exams), Practice with assistive technology: Get SAT practice tests in optimized Microsoft Word documents or PSAT 10 practice tests in optimized Microsoft Word documents.</p> <ul style="list-style-type: none"> • For use with screen readers and other assistive technology. The software must be provided in the request. • Student is automatically given 100% extended time on the Writing and Language Test only. If extended time is needed for other sections, it must be requested. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Coordinator must identify the device the student is requesting to use. <p>The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA®, on both a PC and a MacBook laptop. If you have a student who is using other assistive technology, encourage them to try using it with a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using Voice-over on a Mac, the student must use the mouse, not the keyboard, for navigation.</p> <ul style="list-style-type: none"> • Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file.
<p>Writer/Scribe</p>	<p>Student orally tells their responses to an adult scribe, and the scribe records the responses onto an answer sheet.</p> <ul style="list-style-type: none"> • Student must test in a one-to-one setting. (Each student must have their own scribe.) • Student automatically receives 50% extended time and extra breaks on all sections. • Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. • The scribe must capture responses as dictated by the student. For the SAT Essay, student does not have to dictate spelling, unless a word is unclear. They do need to dictate punctuation to be captured by the scribe. <p>Students assisted by a reader or a scribe:</p> <ul style="list-style-type: none"> • Will test with 50% extended time, unless approved for more extended time. • If taking the SAT with Essay, will test over 2 days. • Must have their own reader or scribe (these support staff cannot be shared). <p>The support staff person assigned to the student must transfer the answers (except for the essay) to the answer sheet after the student completes the test.</p> <p>For students who are approved to write the answers in their test books:</p> <ul style="list-style-type: none"> • Make sure the student’s identifying information on the answer sheet is complete. • Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student. • Write “Answers in Book” on the front cover of the student’s test book. • Clip the answer sheet to the test book for inclusion in the white Accommodated Testing Envelope.

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COLLEGE-BOARD Reportable and Allowable

RESPONDING

<p>Computer</p>	<p>When a disability impacts a student’s ability to write, a student may request permission to use the word-processing function of a computer to write essays and short-answer responses. Students approved to use a computer on the SAT take the exam in their own school, instead of a designated test center. Students allowed to use a computer to take school tests are not necessarily eligible for a computer accommodation on College Board exams because College Board exams can differ from classroom tests. The computer accommodation is appropriate for students who have a disability that impacts their written language expression. Examples include students with the following disabilities:</p> <ul style="list-style-type: none"> • Physical disabilities that impair the ability to write • Dysgraphia • Severe language-based learning disorders <p>The use of a computer is limited as follows:</p> <ul style="list-style-type: none"> • Computers (word processors) may be used only to record essay and short-answer responses. They may not be used for multiple-choice sections. • Any assistive technology (such as screen readers), special programs, tools, or apps must be individually requested and approved. The computer accommodation is for the use of a word processor only. • A school computer must be used. • Use of spell-check, grammar-check, word prediction, and cut-and-paste features are not permitted and must be disabled. <ul style="list-style-type: none"> • Approval for computer applies only to students taking the SAT with Essay and is used only for the Essay task. • School must provide the computer; students may not use a personal computer or a computer belonging to their family. • Computer must have word processing software, be attached to a working printer, and cannot be connected to the internet or a network. • Typed essays must comply with certain guidelines, available in the SAT Accommodated Testing Manual, to be properly scored and for the students to be able to receive online images of their essay. <p>Generally, a student would not need both a scribe and a computer, as the scribe is expected to record all answers, including the essay.</p>
<p>Braille device for written responses (Braille Writers)</p>	<p>Manual braille writers (for example, Perkins Brailier) may be used for all test sections, but electronic braille writers/notetakers (for example, BrailleNote) may only be used for essay writing and math calculations. An electronic braille writer may not be connected to any network, but it must be connected to a monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.</p> <p>For braille writers:</p> <ul style="list-style-type: none"> • Make sure the student’s identifying information on the answer sheet is complete. • Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student. • Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.
<p>Record answers in test booklet</p>	<p>For students who are approved to write the answers in their test books:</p> <ul style="list-style-type: none"> • Make sure the student’s identifying information on the answer sheet is complete. • Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student. • Write “Answers in Book” on the front cover of the student’s test book. • Clip the answer sheet to the test book for inclusion in the white Accommodated Testing Envelope.
<p>Large-Block Answer Sheet</p>	<p>Students will mark squares with an “X” instead of filling in bubbles.</p> <ul style="list-style-type: none"> • May be requested on its own or with other accommodations

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COLLEGE-BOARD Reportable and Allowable

SETTING

Small Group	<p>Student tests with a smaller group of students. Number of students that may be assigned to a “small group” room depends on size of the room (i.e., standard classroom versus the library).</p> <p>In a school day administration, schools plan rooms based on their capacity and assign students to rooms. While a school can assign students to a “small group” room without accommodations, approval of small group ensures that a student receives this accommodation for future tests, e.g., national SAT testing.</p>
Preferential Seating	<p>In a school day administration, schools plan rooms based on their capacity and assign students to rooms. While a school can provide preferential seating without a need for approved accommodation, approval of preferential seating ensures that a student receives this accommodation for future tests, e.g., national SAT testing.</p>
Home/Hospital Setting	<p>Test is administered at a location other than school (e.g., home or hospital) to a student with a disability that prevents them from attending school.</p> <ul style="list-style-type: none"> If a student requires an alternate testing location for reasons other than a disability, do not request home/hospital testing. Instead, refer to your state process for requesting an alternate location.

OTHER

Four-Function Calculator	<p>When a disability impacts a student’s ability to perform mathematic calculations, he or she may request permission to use a four-function calculator for math sections that do not permit the use of a calculator.</p> <p>Limitations on Four-Function Calculator Use</p> <ul style="list-style-type: none"> The use of a four-function calculator is limited as follows: Graphing calculators may not be used. Only calculators that are limited to performing addition, subtraction, multiplication, and division, square-root and percent may be used. Calculators must comply with the College Board calculator use policy. Four-function calculators can only be used on test sections that require math calculations. must be put away during non-math sections. Percentage and square-root functions are permitted. <p>Eligibility for Four-Function Calculator Use</p> <ul style="list-style-type: none"> Students allowed to use a calculator on school tests are not necessarily eligible for a calculator accommodation on College Board assessments. College Board assessments can differ from classroom tests. The four-function calculator accommodation must be approved by SSD. The accommodation is appropriate for students who have a disability that impacts their ability to perform basic mathematic calculations; for example, a student diagnosed with specific learning disorder with impairment in mathematics, or dyscalculia
Permission for Food/Medication	<ul style="list-style-type: none"> Will use standard time, unless approved for other timing or break accommodations. May also need to request breaks as needed EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. For other medications, contact the SSD office.
Temporary Medical Conditions	<ul style="list-style-type: none"> Support can be requested for students with temporary impairments caused by injury or accidents. Accommodations should NOT be requested through SSD Online. See Forms section in the Appendix of the College Board Accommodations and Supports Handbook for the necessary paperwork.

ENGLISH LEARNERS only

Translated Test Directions	<p>Directions are available in 14 languages each for SAT School Day, the PSAT 10, and the PSAT 8/9. Download the translated directions below and give them to students on test day. It is not necessary to request these in SSD Online. Translated directions are available in the following languages: Spanish, Albanian, Arabic, Bengali, Gujarati, French, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu and Vietnamese.</p>
Word-to-word glossaries	<p>The bilingual word-to-word glossaries that students use on test day must be from the College Board’s approved list, available below. Schools will provide the necessary glossaries to students on test day, collecting them when testing is complete. It is not necessary to request these in SSD Online.</p> <p>College Board Approved Word-to-Word Glossaries</p>

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COLLEGE-BOARD Reportable and Allowable

SETTING

<p>EL 50% Extended Time</p>	<p>English learner (EL) students are eligible to test with 50% extended time. Students requested and approved in SSD Online for this support will receive college reportable scores. These students will test with accommodated students (not in a standard room).</p> <p>a. Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline.</p> <p>b. EL students testing with 50% extended time will use the same materials as accommodated students approved for 50% extended time testing, and they can be tested in the accommodated room as long as no additional accommodations are being administered that require a different time or break schedule.</p> <p>c. Students with EL 50% extended time supports won't be called out separately on the NAR; they will be listed under 50% extended time for reading.</p> <p>d. As with other students taking the entire test with 50% extended time, students taking the SAT with Essay will test over 2 days.</p>
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College Board Approved Word-to-Word Dictionaries/Bilingual Glossaries for SAT

In an effort to make the SAT Suite of Assessments more accessible for all students, English Learner (EL) students will have access to approved word-for-word dictionaries/bilingual glossaries. We recommend students be familiar with the dictionary or glossary in advance of testing. However, students will not be able to bring them on test day. School staff must plan to collect the books in advance of test day so they can check them for any writing and/or inserts that are inappropriate. On test day, the supervisor will distribute the books to students with their test materials and collect them after testing.

The following list of dictionaries or glossaries have been reviewed and approved for use by the College Board for the SAT, PSAT™ 10, and PSAT™ 8/9 assessments in Spring 2018. Schools may allow students to use any one of these supports during their testing. The use does not require a pre-approval from College Board and will result in scholarship and/or college-reportable scores.

THIS LIST IS NOT COMPREHENSIVE - See <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf> for ISBN Numbers and a more comprehensive list.

Albanian Word-to-Word® Bilingual Dictionary	Arabic Word-to-Word® Bilingual Dictionary	Bengali Word-to-Word® Bilingual Dictionary	Bosnian-English/English-Bosnian Concise Dictionary	Burmese Word to Word® Bilingual Dictionary
Cambodian Word-to-Word® Bilingual Dictionary	Chinese Word-to-Word® Bilingual Dictionary	English-French/French-English Word-to-Word® Dictionary	French Word-to-Word® Bilingual Dictionary	German Word to Word® Bilingual Dictionary
Gujarati Word-to-Word® Bilingual Dictionary	Haitian Creole-English/English-Haitian Creole Concise Dictionary	English Haitian Creole Haitian Creole English Word-to-Word (Second Edition) Dictionary	Haitian Word-to-Word® Bilingual Dictionary	Hindi Word-to-Word® Bilingual Dictionary
Hmong Word to Word® Bilingual Dictionary	Italian Word-to-Word® Bilingual Dictionary	Japanese Word to Word® Bilingual Dictionary	Korean Word to Word® Bilingual Dictionary	Nepali Word to Word® Bilingual Dictionary
Polish-English/English-Polish Concise Dictionary	Polish-English/English-Polish Practical Dictionary	Polish Word-to-Word® Bilingual Dictionary	English-Portuguese/Portuguese-English Word-to-Word Dictionary	Portuguese Word-to-Word® Bilingual Dictionary
Punjabi Word to Word® Bilingual Dictionary	Romanian Word to Word® Bilingual Dictionary	Russian Word-to-Word® Bilingual Dictionary	Somali Word-to-Word® Bilingual Dictionary	Random House Webster’s Handy Spanish Dictionary
English-Spanish/Spanish-English Word-to-Word Dictionary	Spanish Word-to-Word® Bilingual Dictionary	Swahili Word to Word® Bilingual Dictionary	Tuttle Pocket Vietnamese Dictionary	Tuttle Mini Vietnamese Dictionary
Urdu Word-to-Word® Bilingual Dictionary				



Services for Students with Disabilities

College Board Consent Form for Accommodations Request

Student Information

Student Name: _____

School: _____

Student Date of Birth: _____

Student and Parent/Guardian Signature

I wish to apply for testing accommodation(s) on College Board tests (SAT, SAT Subject Tests, PSAT 10, PSAT/NMSQT, and/or Advanced Placement Exams) due to disability. I authorize my school: to release to the College Board copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that the College Board requests for the purpose of determining my eligibility for testing accommodations on College Board tests; and to discuss my disability and accommodation needs with the College Board. I also grant the College Board permission to receive and review my records, and to discuss my disability and needs with school personnel and other professionals.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(Parent/guardian signature is required if Student is under 18.)

Instructions to the School

This form should be used when a request for accommodation(s) is submitted electronically (via SSD Online). The form should be maintained by the school with the student's records. It does not need to be sent to the College Board. You will be asked to verify that a signed Consent Form is on file at the school prior to submitting a request for accommodations.

The College Board Services for Students with Disabilities

Instructions to the School:

Unless you have been specifically advised by your state that this consent form is not needed, this form must be completed and kept on file at the school when a request for State-Approved accommodation(s) on the SAT is submitted to the College Board for the purposes of the _____ SAT School Day administration. For the Connecticut SAT School Day, this additional parental consent form is not required beyond consent given in the I.E.P., 504 Plan, or English Language Learner classification. For each student for whom State-Approved Accommodations have been requested, a copy of this form bearing the signatures of the student and parent/guardian must be obtained by the school. The school should maintain the completed, signed form with the student's records. The signed form does not need to be sent to the College Board, but the school should indicate in Student Information Confirmation page of the State-Approved Accommodations request application that a signed form is on file.

Consent Form for Request for State-Allowed Accommodations

Student's Name: _____

School Name: _____ School AI Code: _____

Student's Date of Birth: ____/____/____

I wish to use certain testing accommodation(s) provided by my State/District as part of the _____ SAT[®] School Day administration.

I fully understand that testing with State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations. By signing below, I authorize my school to request such accommodations for me.

Note to Student: Please make sure you have carefully considered this policy governing the SAT scores that are earned with accommodations that are not approved by the College Board. [If you wish to test with accommodations and receive scores that are reportable to colleges and universities, you should submit a request for accommodations to the College Board Services for Students with Disabilities.](#) Once you have signed this form consenting to the use of such accommodations, we cannot guarantee that further requests for changes to your accommodations can be processed, and these accommodations cannot be waived on test day. This does not preclude you from requesting accommodations from the College Board for future tests.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(Parent/guardian signature is required if Student is under 18.)

APPENDIX E: ACRONYMS

Appendix E: Acronyms

AAC Device:	Augmentative alternative communication device
ACCESS:	Assessing Comprehension and Communication in English State-to-State
ARS:	Assessment Request System
ASL:	American Sign Language
AYP:	Adequate Yearly Progress
DeSSA-Alt:	Delaware System of Student Assessments-Alternate
DEI:	Data Entry Interface
DLM:	Dynamic Learning Maps (alternate assessment- DeSSA-Alt)
DOE:	Department of Education
EL:	English Learner
ESL:	English as a Second Language
FEP:	Fully English Proficient
GLE:	Grade-Level Expectation
IEP:	Individualized Education Program
PAN	Pearson Access Network
SBAC:	DeSSA Balanced Assessment Consortium
STC:	State Test Coordinator
SwD:	Student with Disabilities
SwD/EL:	Student with Disabilities/English Learner
TA:	Test Administrator
TIDE:	Test Information Distribution Engine
TTS:	Text-to-Speech

REVISIONS LOG

1. Fixed Appendix C-1 WIDA Accommodations – Removed extra line of ES accommodation.
2. Removed DOE approval needed for EM – from Appendix C-2
3. Appendix D-2 and D-3 revised after College Board review – 1/22/2020
4. Added language about Domain Exemption Request for ACCESS 2.0 to Appendix C-3 and Appendix C-2. (2/4/2020)
5. Added information about EL First Year Exception Request for ELs previously flagged who leave and return under 12 cumulative months to Appendix A-1 and Appendix A-2.
6. Removal of Delaware Communication Portfolio information and Appendix B-8 from the Guidelines.
7. Appendix D-2 added wording on what is reportable and allowable.