

Appendix A-2: DeSSA Accessibility Descriptions

2021-2022 School Year

*** The [Smarter Balanced Accessibility Strategies for Remote Teaching and Learning](#) provides a description of what accessibility resources look like in direct/synchronous and indirect/asynchronous teaching and learning environments.

Accommodations requiring DOE Approval in Orange

Page 1 of Descriptions

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 - Available for all students	
Embedded (available through student testing interface)	
Answer Eliminator (PAN)	Students can visually eliminate (with a red "x") one or more answers.
Answer Masking Answer Masking Video Link (PAN)	Students can visually mask answers and reveal one or more answers at a time by clicking an eye icon. Available for multiple-choice and multiple-select items only.
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (grades 6-8 and H.S.)	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 universal tool may result in the student needing additional overall time to complete the assessment. (Not for DeSSA-Math)
Expandable Passages	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Five Function Calculator (PAN)	Provides five functions: addition, subtraction, division, multiplication and square root. Science Grade 8 and Biology only. Not available for grade 5 or Social Studies

LEVEL 1: UNIVERSAL TOOLS- Available for all students

Embedded (available through student testing interface)

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)	Students can select a word or group of words to turn on the highlighter tool and highlight text. Color choices differ depending on background and foreground color. Allows the student to choose a color to highlight a word or group of words. To activate the highlighter, the student can right-click and hold down the mouse button.
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	Students can mask an item and reveal portions of the item through an adjustable window.
Magnifier (PAN)	Students can select “Enable Magnifier” to open a square tool that magnifies text when dragged over it. Students can see a closer image of part of an item.
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)	Students can 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)	Students can hear the text of items and stimuli/passages (excluding simulations) read aloud through embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning. Alternatively, students can use the Select to Hear function, which allows students to hear a specific section of text read aloud. To active Select to Hear, students simply select the text that they would like to hear by right clicking and holding down the mouse button. <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.
Writing Tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)

Page 3 of Descriptions

LEVEL 1: UNIVERSAL TOOLS - Available for all students

Embedded (available through student testing interface)

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>Science and Social Studies– 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)	<p>Pearson-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.</p> <p>SBAC-Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p>
English Dictionary (For ELA Performance Task full writes)	<p>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.</p>
Familiar Test Administrator	<p>The student knows the test administrator and/or interpreter and has been working with that individual throughout the school year.</p>
Modified Lighting	<p>You may enter additional information about this on Appendix A-1.</p>
Refocus	<p>Test Administrators are permitted to refocus the student’s attention to the test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts. 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>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. 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>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	<p>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.</p>
Specialized Equipment or Furniture	<p>Students may use specialized equipment, furniture and 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. For students who need to use WhisperPhone®, Select this option. Use of specialized electronic equipment such as a cell phone or other devices that access WIFI should be submitted as a Appendix A-3 request to DOE for approval.</p>
Specified Area or Preferential Seating	<p>Student is seated or placed in a location that is most beneficial for learning and assessment. Select this option to provide students with preferential seating or a specific area in the room for testing.</p>

LEVEL 1: UNIVERSAL TOOLS - Available for all students

Non-Embedded (test administrator must provide)

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	A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. 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.

LEVEL 2: DESIGNATED SUPPORTS - Available for: Gen Ed with Supports, EL, SWD, 504, SWD/EL

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.
Enhanced Mouse Pointer (PAN)	Students can change the size and color of the mouse pointer. Test Administrator must activate the tool before testing starts.
Enhanced Zoom Magnification (PAN)	Students can use an initial greater magnification for the TestNav tool. Test Administrators must activate the tool before testing starts and select the desired magnification percentage in the Personal Needs Profile (PNP). Once selected, the magnification percentage cannot be changed during testing. Available magnification percentage in PNP: 100 110, 120, 150, 175 and 200.
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 a non-embedded support. Available for: 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.
Mouse Pointer	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.
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.
Spanish	Items on Spanish forms will be translated from English to Spanish. The user interface of TestNav will remain in English.
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.

LEVEL 2: DESIGNATED SUPPORTS- Available for: Gen Ed with Supports, EL, SWD, 504, SWD/EL

Embedded (available through student testing interface)

<p>Text-to-Speech (TTS) Not for Reading Passages</p>	<p>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. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. TTS for Questions and stim/passages for ELA PT, Math CAT, and Math PT can be selected by school and district staff. 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.</p>
<p>Translation of key terms (PAN)</p>	<p>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.</p>
<p>Translated Test Directions (for math items)</p>	<p>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 dual language translations designated support. Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) 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)</p>
<p>Translations - Glossaries</p>	<p>For Math items. Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. For ELA – only choice is English Glossary</p>
<p>Translations- Dual Language (for math items)</p>	<p>Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus. Available for Spanish/English. For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. (To enter in TIDE, click Language under Designated Supports: Embedded)</p>
<p>Turn off any universal tools</p>	<p>Disabling any universal tools that might be distracting or that 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.</p>

Non-Embedded (test administrator must provide)

<p>Amplification/ Assisted Listening device</p>	<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. For ELA PT, Math, Science, Social Studies</p>
---	---

Page 6 of Descriptions

LEVEL 2: DESIGNATED SUPPORTS- Available for: Gen Ed with Supports, EL, SWD, 504, SWD/EL

Non-Embedded (test administrator must provide)

Bilingual dictionary	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. Science/Social Studies: For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color Contrast	Test content of online items may be printed (using Print on request) with different colors.
Color Overlays	Color transparencies are placed over a paper-based assessment.
EL 1st Year Exemption from DeSSA Reading, Listening, Writing/SAT	An exemption from the reading/ writing/ listening and SAT tests. English Learners 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 Appendix C4 and submit to DOE Help Desk.
Human Interpreter – Native Language	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.
Human Read Aloud (for math stimuli and items and ELA items, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines All or portions of the content may be read aloud. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or 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. <u>Human read aloud 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 Read Aloud are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. All Test readers must complete Read-Aloud Protocol Training .
Human Reader in Spanish - stimuli & items on Dual Language - 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-7 . All portions of the content may be read aloud. Students receiving the translations (dual language) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
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

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
Page 7 of Descriptions	
LEVEL 2: DESIGNATED SUPPORTS- Available for: Gen Ed with Supports, EL, SWD, 504, SWD/EL	
Non-Embedded (test administrator must provide)	
Medical Supports	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. 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. ** Complete Appendix A-3 . DOE Approval Required.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Paper/Pencil test	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. <ul style="list-style-type: none"> Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt
Scribe (for all items except ELA performance task full write)	For ELA <u>non-writing</u> items, math items, science and social studies. Students may not have scribes 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), and must follow the administration guidelines provided in Appendix A-4 . Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. Students may receive Physical assistance from a TA such as direct assistance with turning pages, or navigating in electronic format.
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.
Separate Setting Not in School	Test location is altered so that the student is tested in a non-school setting different from that made available for most students. <ul style="list-style-type: none"> Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt
Simplified directions	Simplifying or paraphrasing test administration directions ONLY in English. The test administrator simplifies or paraphrases the test directions found in the <i>Smarter Balanced Test Administration Manual</i> according to The DeSSA <i>Simplified Directions Protocol</i> in Appendix A-7 Students who need additional support understanding the test direction may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers. If a student needs simplified test directions in their Native Language, complete the Human Interpreter-Native Language section on Appendix A-3
Translated Test Directions – Print	PDF of directions translated in each of the languages currently supported. **Note Spanish is available as an embedded support
Translations (glossaries) (for math items, paper-pencil assessment)	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. 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.
Unique accommodation	A unique accommodation is a support or accommodation that is not listed in the DeSSA Accessibility Descriptions. Unique accommodations require Department of Education approval.

Page 8 of Descriptions

LEVEL 3: ACCOMMODATIONS - Available ONLY for: SWD, SWD/EL, 504

Embedded (available through student testing interface)	
American Sign Language Video (TIDE) American Sign Language video (PAN)	<p>ELA listening and Math items: Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.</p> <p>Science and Social Studies: Students can view a video in which a person translates the item text to ASL. The video can be viewed multiple times.</p>
Braille (TIDE)	Braille materials can be entered into TIDE as contracted, uncontracted or Nemeth. (See Braille in Accommodations Non-Embedded)
Braille Transcript (ELA listening passages)	<p>A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes:</p> <ul style="list-style-type: none"> • EBAE contracted and uncontracted • UEB contracted and uncontracted
Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.
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
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. Permissive mode is not needed for embedded speech-to-text to function. Practice with this is needed before testing. Complete Appendix A-3 to use this embedded support.</p>
Text-to-Speech – Text + Graphics (PAN) Text-to-Speech – Text + Graphics video	<p>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.</p> <p>To request this accommodation, complete Appendix A-3 and submit via DOE Help Desk.</p>
Text-to-Speech ELA Passages TIDE	<p>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. 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.</p> <p>Students would need to use this support regularly during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. TTS for ELA passages can only be activated by DOE. TTS and Human Reader are NOT interchangeable and must be considered carefully if a student needs both accommodations. Complete Appendix A-3 References: See Appendix B-4 and Appendix A-6</p>
Non-Embedded (test administrator must provide)	
100s Number 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. See Appendix A-11
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.
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.

Page 9 of Descriptions

LEVEL 3: ACCOMMODATIONS - Available ONLY for: SWD, SWD/EL, 504

Non-Embedded (test administrator must provide)

<p>Braille – Paper/Pencil</p>	<p>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</p> <ul style="list-style-type: none"> • EBAE contracted and uncontracted; UEB contracted and uncontracted <p>Mathematics</p> <ul style="list-style-type: none"> • EBAE contracted and uncontracted with Nemeth; UEB contracted and uncontracted with Nemeth <p>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.</p>
<p>Braille PAN</p>	<p>Students can take the test on a contracted Braille version of the paper form. UEB with Nemeth and UEB Technical are available for DeSSA Science, and UEB is produced for DeSSA Social Studies.</p>
<p>Calculator (for calculator allowed items only, grades 6-8 and HS)</p>	<p>A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.</p>
<p>Human Interpreter - Visual Communication</p>	<p>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 <i>Protocol for Native Language/Visual Communication Translator</i>. Reading passages may not be translated through visual communication. Complete Appendix A-3.</p>
<p>Human Read Aloud Passages</p>	<p>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 of the assessment can only be activated by DOE. TTS and Human Read Aloud are NOT interchangeable and must be considered 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. Complete Appendix A-3. All test readers must complete Read-Aloud Protocol Training.</p>
<p>Large Print</p>	<p>Large Print paper versions are available to students with visual impairments. Complete a Unique Accommodations request.</p>
<p>Math Manipulatives (DeSSA Math only)</p>	<p>Available for students who are tactile learners or 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. Must Review Appendix A-12: Math Manipulatives Guidance</p>
<p>Multiplication Table (DeSSA Math)</p>	<p>A paper-based multiplication table containing numbers 1 – 12 is available from Smarter Balanced for reference – See Appendix A-11 For students with a documented and persistent calculation disability (i.e., dyscalculia).</p>
<p>Paper/Pencil (PAN)</p>	<p>Students taking paper-based forms will need to have their work transcribed into an online form by the test administrator.</p>

LEVEL 3: ACCOMMODATIONS - Available ONLY for: SWD, SWD/EL, 504

Non-Embedded (test administrator must provide)

<p>Print on demand</p>	<p>Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the test registration tool. For those students needing a paper copy of one or more items, the member’s help desk must be contacted by the school or district coordinator to have the accommodation set for the student.</p> <p>Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.</p> <p>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</p>
<p>Scribe – All items (including writing items on ELA PT) TIDE</p>	<p>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.</p> <p>Students dictate their responses to a human who records verbatim what they dictate. The scribe may physically assist with turning pages if using paper/pencil and with</p> <p>To be trained and qualified, scribes must review the <i>Scribing Protocol</i> on Appendix A-6 and the Scribing Protocol Training video.</p>
<p>Scribe - Injury</p>	<p>A student who has sustained an injury who needs to have a scribe and does not have a documented need or who have 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.</p>
<p>Word Prediction</p> <p>For students with Documented Motor or Orthopedic Impairments, Severe Learning Disabilities</p>	<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. 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>