

**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 <b>test questions (including multiple-choice options)</b> into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator <b>must</b> be proficient in the native language. See Appendix D-3 for the Protocol for Native Language Translator. <b>This support must be approved by DOE</b> (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 will 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 2018-19 Pg. 28 For Guiding Questions for Discussion and Selection of Appropriate Accessibility Supports, see page 27 in the DLM Accessibility Manual 2018-19.