



ACCESSIBILITY GUIDELINES

2021-2022 School year

November 18, 2021

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 d1m-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 2020-2021 *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 (Digital) Mar. 23-25 and 29-30)
- DeSSA Alternate Assessment for ELA and Mathematics for grades 3-8 and 11 Fall (Sept 13-Dec 17) and Spring (Feb 7-May 20)
- DeSSA-Alternate Science for grades 5, 8, 10 (Feb 7- May 20) Optional in Fall
- WIDA ACCESS 2.0 (Feb 1 – Mar 18)

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, 2021 – April 1, 2022
- WIDA Assessments – Feb. 1, 2022 (at least 10 days before you intend to assess the student)

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 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.

The Guidelines are comprised of information from the following manuals:

- DeSSA Content Assessment Test Administration Manuals
- Smarter-Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG)
- WIDA Accessibility and Accommodations Supplement
- Dynamic Learning Maps Accessibility Guide
- SSD online

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 SSD online 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 SSD Online 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.

SECTION II: LEARNER CONSIDERATIONS

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- [General Education Students Receiving Supports](#)
 - [Criteria for Identifying a Student as a General Education Student Receiving Supports](#)
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 - [DOE Accountability Screen](#)
 - [Figure 3: Decision Tree for Assessing English Learners](#)
- [Students with Disabilities who are English Learners \(SWD/EL\)](#)
 - [Identification of Dually Identified Students](#)
 - [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.
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 13.

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.

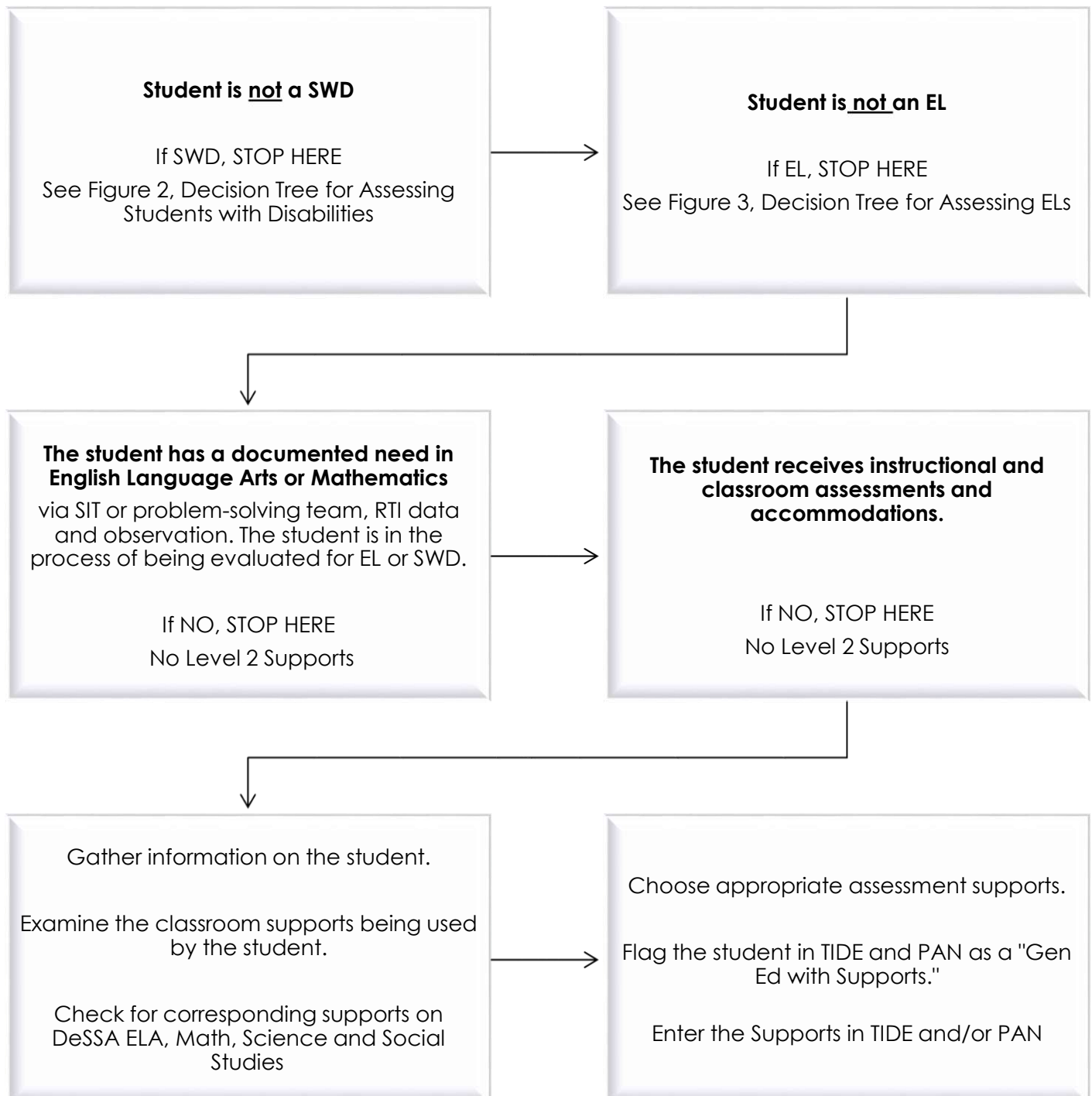
How to Document a General Education Student Receiving Level 2 Supports in PAN

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.

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 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).

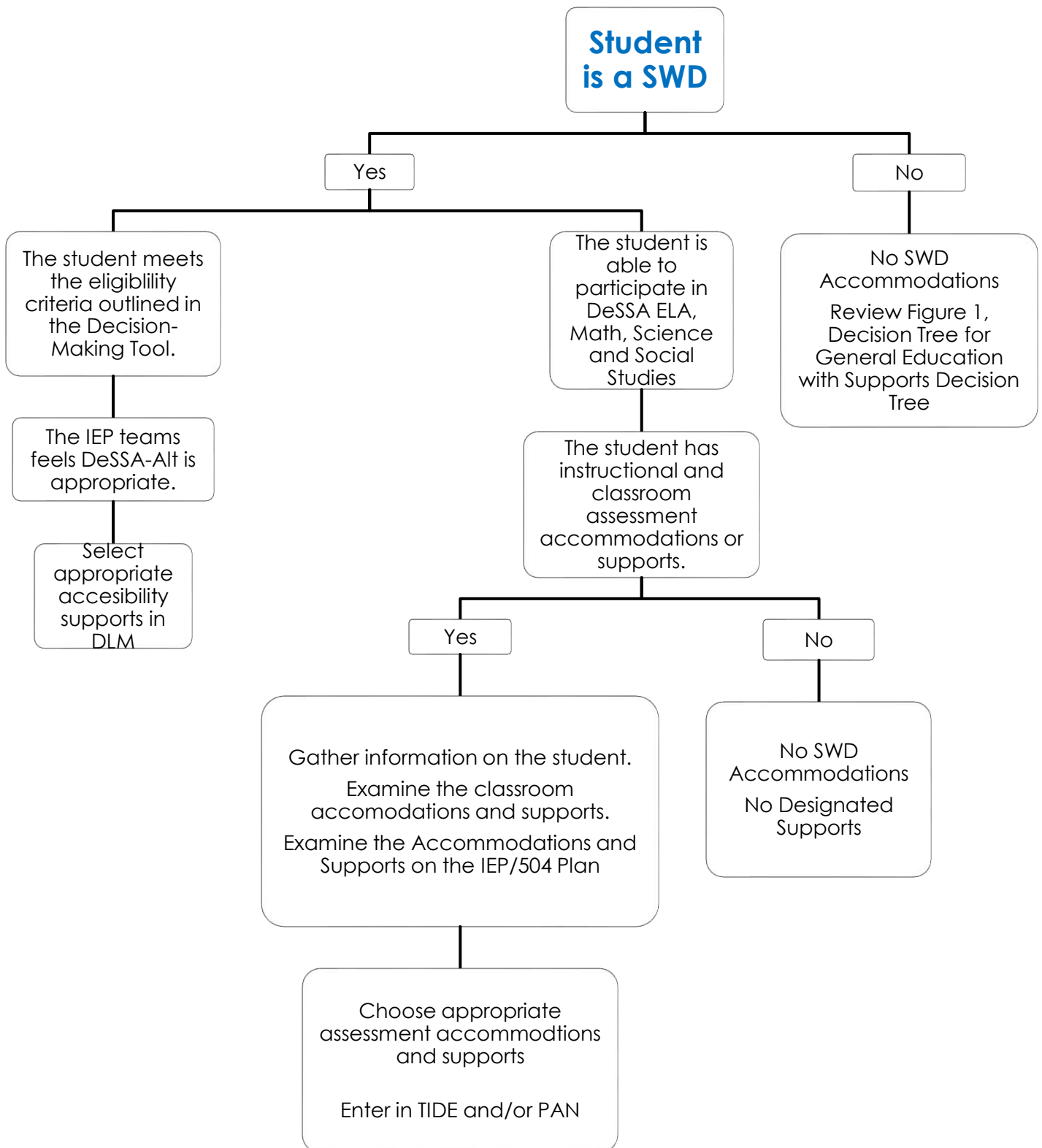
Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the statewide assessments. “None” should be selected for each content area and then entered into TIDE.

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

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.

All accommodations should be entered into the appropriate database prior to April 1.

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). The decision tree on page 20 summarizes decision-making steps for determining the testing condition under which a student will be assessed.

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, DE Alternative EL Identification Protocol, or valid Out-of-State ACCESS Scores

- 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 4.7 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
• Can receive an exemption from ELA the 1st year. • Participates in DeSSA assessments following all the standard procedures the 2nd year onward.
Valid Exemptions
• 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 Assessment Screen

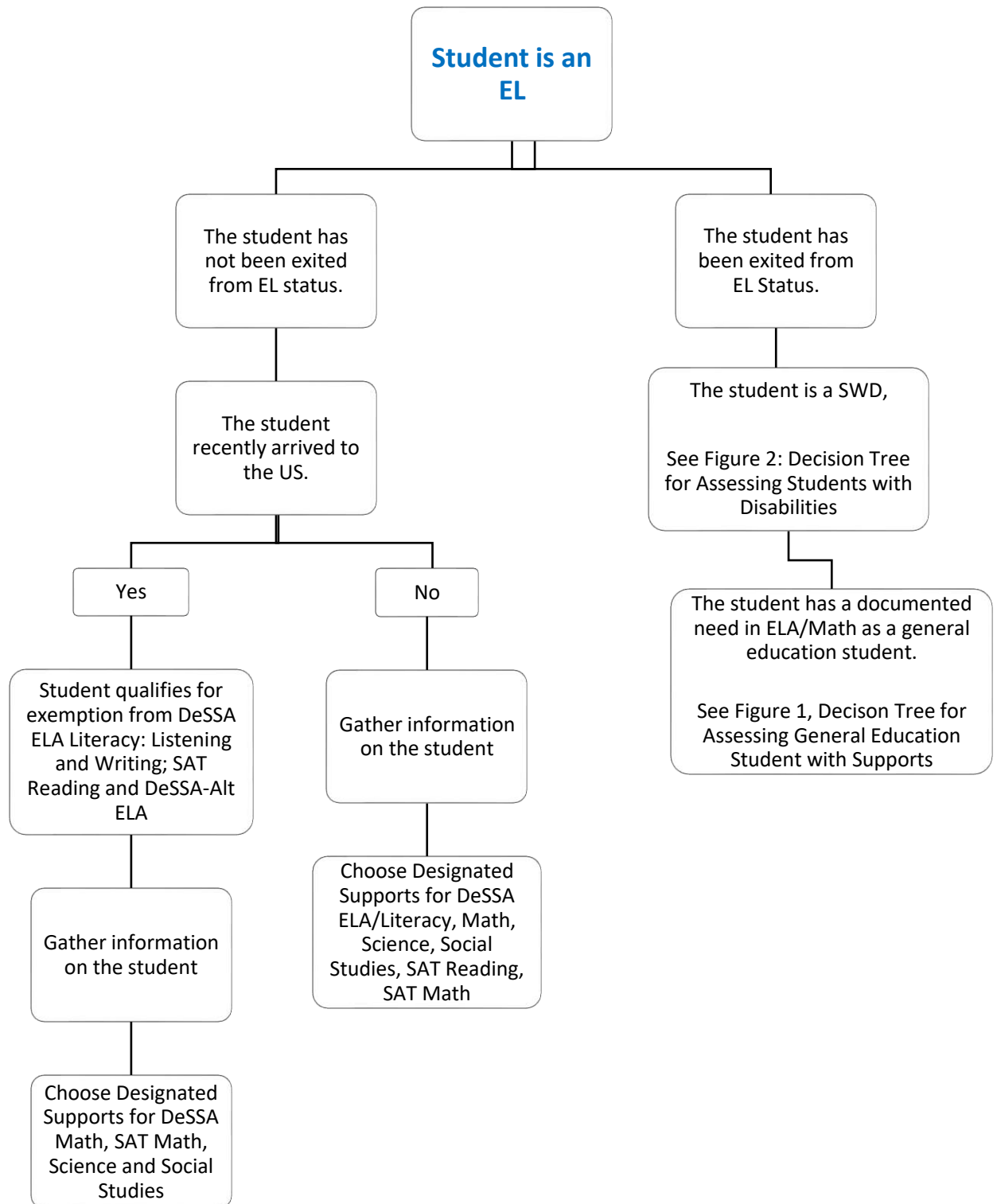
1. Any student who is identified as an EL exempt 1st year will be identified in the DOE Assessment Screen.
2. Review Student Information to make sure all students are correctly identified.
3. If a student who is from Puerto Rico or another US territory does not have a date entered, the flag in the DOE Assessment 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.

Domain-Specific Testing Exemptions

State and federal laws require all ELLs to participate in annual ELP assessment. No disability exempts a student from this requirement. However, when all appropriate accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test. See Appendix C-11 for the Domain Exemption Decision Tree. Domain Exemptions are a DOE-Approved Request. Complete Appendix C-3 and submit to the DOE Help Desk.

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 18 and 19).

The Accessibility Form for the appropriate assessment must be completed for each SwD/EL student and entered into TIDE/PAN. 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.

SECTION III: DeSSA CONTENT ASSESSMENTS

(DeSSA ELA, Math, Science and Social Studies)

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- [Accommodations and Supports for DeSSA ELA and Math Testing](#)
- [Accommodations and Supports for DeSSA Science and Social Studies Testing](#)
- [Test Reset Criteria for DeSSA ELA and Math](#)
- [Appendix A1 - DeSSA Assessments Accessibility Form - 2021-2022](#)
- [Appendix A1 - DeSSA Accommodations Form - Word Doc](#)
- [Appendix A2 - DeSSA Accessibility Definitions](#)
- [Appendix A3 - DeSSA Content Assessment DOE-Approved Accommodations Request](#)
- [Appendix B4 - Guidelines for Choosing Text to Speech or Read Aloud](#)
- [Appendix C4 - EL First Year Exemption Request](#)
- [Appendix A5 - Human Interpreter for Visual Communication Certification](#)
- [Appendix C5 - Human Interpreter for Native Language Certification Form](#)
- [Appendix C6 - Native Language Visual Communication Translator Form](#)
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- [Appendix A9- Instructions for Using Embedded Glossaries](#)
- [Appendix A10 - 100s Number Table](#)
- [Appendix A11 - Multiplication Table](#)
- [Appendix A12 - Math Manipulatives Guidance](#)

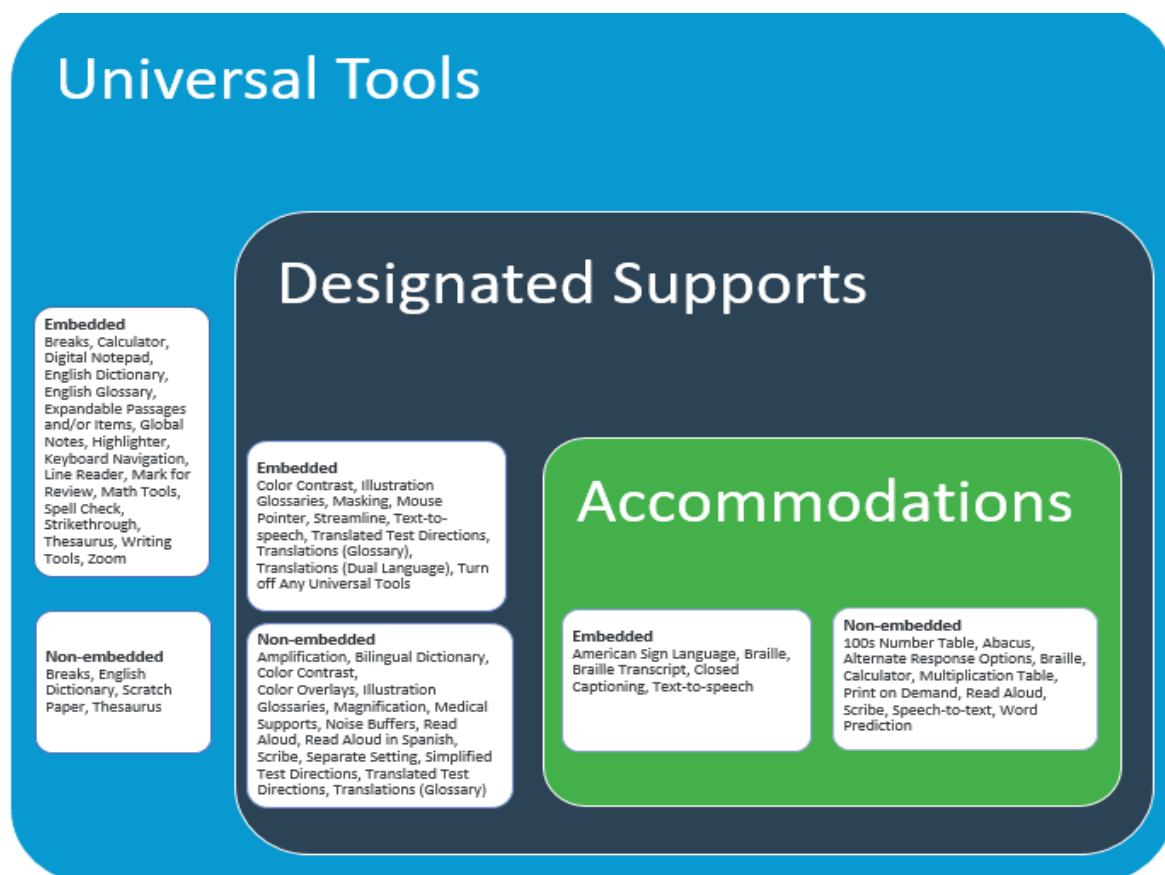
ACCESSIBILITY LEVELS OVERVIEW

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.

The Conceptual Model Underlying the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.



The Conceptual Model recognizes that all students should be held to the same expectations for instruction in CCSS and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments

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 Pearson

Universal	TIDE	PAN	Designated Supports	TIDE	PAN	Accommodations	TIDE	PAN
Embedded			Embedded			Embedded		
Answer Eliminator		Y	Color Contrast	Y		American Sign Language	Y	Y
Answer Masking		Y	Disable Universal Tools	Y		Braille	Y	
Breaks	Y	Y	Enhanced Mouse Pointer		Y	Braille Transcript	Y	
Calculator	Y		Enhanced Zoom		Y	Closed Captioning	Y	
Digital Notepad	Y	Y	Masking	Y		Emboss Request Type	Y	
English Dictionary	Y		Mouse Pointer	Y		Speech-to-Text	Y	
English Glossary	Y		Permissive Mode	Y				
Expandable Passages and/or items	Y		Spanish		Y	Text to Speech	Y	
Five Function Calculator		Y	Streamline	Y		Text to Speech/Graphics		Y
Global Notes	Y		Text to Speech	Y				
Highlighter	Y	Y	Translation of Key Terms		Y	Non-Embedded		
Keyboard Navigation	Y	Y	Translated Test Directions	Y		100s Number Table	Y	
Line Reader	Y	Y	Translations (Dual Language)	Y		Abacus	Y	
Magnifier	Y	Y	Translations - Glossaries	Y	Y	Alternate Response	Y	Y
Mark for Review	Y	Y	Turn off Any Universal Tools	Y		Braille	Y	
Math Tools	Y		Non-Embedded			Calculator (handheld)	Y	
Notepad	Y	Y	Amplification/Assist List Device	Y	Y	Human Interpreter – VC	Y	Y
Spell Check	Y	Y	Bilingual Dictionary	Y	Y	Human Read Aloud	Y	
Strikethrough	Y		Color Contrast (printed)	Y		Large Print	Y	Y
Text-to-Speech	Y	Y	Color Overlays	Y	Y	Math Manipulatives	Y	
Thesaurus	Y		EL 1st year Exemption	Y		Multiplication Table	Y	
Writing Tools	Y	Y	Human Read Aloud	Y	Y	Paper/Pencil		Y
Zoom	Y	Y	Human Interpreter – Native Lang	Y	Y	Print on Demand	Y	
Non-Embedded			Magnification	Y		Multiplication Table	Y	
Breaks (Frequent Breaks)	Y	Y	Medical Supports	Y	Y	Print on Demand	Y	
English Dictionary	Y		Noise Buffers	Y		Scribe for SWD/EL	Y	
Familiar Test Administrator	Y	Y	Paper/Pencil			Scribe - Injury	Y	Y
Modified Lighting	Y		Scribe	Y	Y	Word Prediction	N	N
Refocus	Y	Y	Separate Setting	Y	Y			
Scratch/Blank/Grid Paper	Y	Y	Simplify directions - English	Y				
Small Group	Y	Y	Translated Test Directions- Print	Y				
Specialized Equip/ Furniture	Y	Y	Translations – Glossary (P/P)	Y				
Specified Area or Seating	Y	Y	Unique Accommodations	Y	Y			
Thesaurus	Y							
Time of Day	Y							
Whiteboard/Assistive Devices	N	N						

Appendix A-1: DeSSA Accessibility Supports Form

For SAT student accommodations – Use Appendix D-1

General Student Information:

Completion Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Implementation Date:	
Assessment(s)/Content Area(s)	
Select the appropriate category:	☐ Student has an IEP/504 plan (Levels 1, 2, & 3) ☐ Student is an English Learner (Levels 1 & 2) ☐ Student has an IEP/504 plan AND is English Language Learner (Levels 1, 2 & 3) ☐ Student is a General Education Student with identified needs (Levels 1 and 2)

*** Print-on-Request – For a student who does not have IEP/504, Submit a Unique Accommodation Request

✦ Not available as a checkbox in TIDE **Bold – DE accomm; DOE approval not required** **Orange – DOE approval required**
Embedded: Provided by the Test Delivery System

Non-Embedded: Provided outside the Test Delivery System

Level 1: Universal	A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST	Level 1: Universal	A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST
Embedded							Non-Embedded						
Answer Eliminator	1	-	-	-	Y	Y	Breaks (Frequent Breaks)	3	☐	☐	☐	☐	☐
Answer Masking	1	-	-	-	Y	Y	English Dictionary	3	-	☐	-	-	-
Breaks	1	Y	Y	Y	-	-	Familiar Test Administrator	3	☐	☐	☐	☐	☐
Calculator	1	-	-	Y	-	-	Modified Lighting	3	☐	☐	☐	-	-
Digital Notepad	1	Y	Y	Y	Y	Y	Refocus	3	☐	☐	☐	☐	☐
English Dictionary	1	-	Y	-	-	-	Scratch/Blank/Grid Paper	3	☐	☐	☐	☐	☐
English Glossary	1	Y	Y	Y	-	-	Small Group	3	☐	☐	☐	☐	☐
Expandable Passages and/or items	1	Y	Y	-	-	-	Specialized Equip/ Furniture	3	☐	☐	☐	☐	☐
Five Function Calculator (Gr.8, HS)	1	-	-	-	Y	-	Specified Area/Preferential Seating	3	☐	☐	☐	☐	☐
Global Notes	2	-	Y	-	-	-	Thesaurus	4	-	☐	-	-	-
Highlighter	2	Y	Y	Y	Y	Y	Time of Day	4	☐	☐	☐	-	-
Keyboard Navigation	2	Y	Y	Y	Y	Y	✦ Whiteboard/Assistive Devices	4	☐	☐	☐	☐	☐
Line Reader	2	Y	Y	Y	Y	Y	Level 2: Designated Supports						
Magnifier	2	-	-	-	Y	Y	Embedded						
Mark for Review	2	Y	Y	Y	Y	Y	Color Contrast	4	Y	Y	Y	-	-
Math Tools	2	-	-	Y	-	-	Contrast Choice:		☐	☐	☐	-	-
Notepad	2	-	-	-	Y	Y	Enhanced Mouse Pointer	4	-	-	-	☐	☐
Spell Check	2	Y	Y	Y	Y	Y	Enhanced Zoom	4	-	-	-	☐	☐
Strikethrough	2	Y	Y	Y	-	-	Select Size ☐ 100 ☐ 110 ☐ 120 ☐ 150 ☐ 175 ☐ 200						
Text-to-Speech	2	-	-	-	Y	Y	Masking	4	☐	☐	☐	-	-
Thesaurus	2	Y	Y	Y	-	-	Mouse Pointer	4	☐	☐	☒	-	-
Writing Tools	2	Y	Y	Y	Y	Y	Permissive Mode	4	☐	☐	☐	-	-
Zoom	3	Y	Y	Y	Y	Y	Spanish	4	-	-	-	☐	☐

Level 2: Designated Supports							Level 3: Accommodations						
Embedded							Embedded						
A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST		A-2 DESC.	ELA	ELA-PT	MATH	SCI	SOC ST	
Streamline	4	☐	☐	☐	-	-	American Sign Language Video	8	☐	☐	☐	☐	☐
Text to Speech Items	5	☐	-	-	-	-	Braille Contracted	8	☐	☐	☐	☐	☐
Passage/Stimuli Items		-	☐	☐	-	-	Uncontracted		☐	☐	-	☐	☐
Translation of Key Terms	5	-	-	-	☐	☐	Nemeth		-	-	☐	-	-
Translated Test Directions	5	-	-	☐	-	-	Braille Transcript (ELA List Passages)	8	☐	☐	-	-	-
Translations (Glossary) Language: _____	5	Y	Y	Y	-	-	Closed Captioning	8	☐	☐	-	-	-
Translations (Dual Language)	5	-	-	☐	-	-	Emboss Request Type On-Request	8	☐	☐	☐	-	-
Turn off any Universal Tools		☐	☐	☐	-	-	Auto-Request		☐	☐	☐	-	-
Non-Embedded		☐	☐	☐	-	-	N/A- not using refreshable Braille		☐	☐	☐	-	-
Amplification/Assist. Listening Device	5	☐	☐	☐	☐	☐	Emboss Request Type On-Request	8	☐	☐	☐	-	-
Bilingual Dictionary	6	-	☐	-	☐	☐	Auto-Request		☐	☐	☐	-	-
Color Contrast (printed)	6	☐	☐	☐	-	-	N/A- not using refreshable Braille		☐	☐	☐	-	-
Color Overlays	6	☐	☐	☐	☐	☐	Speech-to-Text	8	☐	☐	☐	-	-
EL First Year Exemption	6	☐	☐	-	-	-	Text-to-Speech w/ Graphics	8	-	-	-	☐	☐
Human Interpreter Native Lang	6	-	-	☐	☐	☐	Text-to-Speech ELA Passages	8	☐	-	-	-	-
Human Read Aloud Items only	6	☐	-	-	-	-	Non-Embedded		☐	☐	☐	-	-
Passage/Stimuli/Items		-	☐	☐	☐	☐	100s Number Table	8	-	-	☐	-	-
Spanish		-	-	☐	-	-	Abacus	8	-	-	☐	-	-
Magnification (via external device)	6	☐	☐	☐	-	-	Alternate Response	8	☐	☐	☐	Y	Y
Medical Supports	7	☐	☐	☐	☐	☐	Braille (P/P)	9	☐	☐	☐	☐	☐
Noise buffers	7	☐	☐	☐	-	-	Calculator (handheld adaptive)	9	-	-	☐	-	-
Paper/Pencil test	7	☐	☐	☐	-	-	Human Interpreter – Visual Comm	9	☐	☐	☐	☐	☐
Scribe	7	☐	-	☐	☐	☐	Human Read Aloud – passages	9	☐	-	-	-	-
Separate Setting in school	7	☐	☐	☐	☐	☐	Large Print	9	☐	☐	☐	☐	☐
Separate Setting Not in School	7	☐	☐	☐	☐	☐	Math Manipulatives	9	-	-	☐	-	-
Simplify directions	7	☐	☐	☐	-	-	Multiplication Table	9	-	-	☐	-	-
Translated Test Directions - Print	7	☐	☐	☐	-	-	Paper/Pencil	9	-	-	-	☐	☐
Translations –Glossary – P/P	7	-	-	☐	-	-	***Print on Demand Items	10	☐	☐	☐	-	-
Unique Accommodation	7	☐	☐	☐	☐	☐	Passage/Stimuli		☐	☐	☐	-	-
		☐	☐	☐	☐	☐	Scribe for SWD/ SWD/EL	10	-	☐	-	-	-
		☐	☐	☐	☐	☐	Scribe-Injury		☐	☐	☐	-	-
		☐	☐	☐	☐	☐	TA acts as ASL to English Dictionary	10	☐	☐	-	-	-
		☐	☐	☐	☐	☐	Word Prediction	10	☐	☐	-	-	-

List below any accessibility features selected for which the student needs additional practice or preparation. (add rows as needed)
Describe what practice or preparation is needed:

Accommodation/Content	What Practice/Preparation is needed?

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	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. 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).
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

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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

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.

Science and Social Studies– Zoom works on devices that allow zoom keyboard shortcuts. Users can zoom in and out on the screen.

Non-Embedded (test administrator must provide)

Breaks
(Frequent Breaks)

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.

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.

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 and has been working with that individual throughout the school year.

Modified Lighting

You may enter additional information about this on Appendix A-1.

Refocus

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.

Scratch/Blank/Grid
Paper

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.

CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security.

Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.

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

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.

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LEVEL 1: UNIVERSAL TOOLS - Available for all students
Non-Embedded (test administrator must provide)

Specified Area or Preferential Seating	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.
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.
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LEVEL 2: DESIGNATED SUPPORTS- Available for: Gen Ed with Supports, EL, SWD, 504, SWD/EL	
Embedded (available through student testing interface)	
Text-to-Speech (TTS) Not for Reading Passages	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. <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.
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.
Translated Test Directions (for math items)	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)
Translations - Glossaries	For Math items. Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. Students who 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
Translations- Dual Language (for math items)	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)
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use or are unable to use. Tools must be turned off one by one by the TA at the time of test administration.

Non-Embedded (test administrator must provide)	
Amplification/ Assisted Listening device	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
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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 .

Non-Embedded (test administrator must provide)	
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
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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. • 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. • Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt

Non-Embedded (test administrator must provide)	
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.
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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)	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. 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.
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)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: • 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)	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.

Non-Embedded (test administrator must provide)	
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 A-3 and submit via DOE Help Desk.
Text-to-Speech ELA Passages TIDE	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. 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
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.
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LEVEL 3: ACCOMMODATIONS - Available ONLY for: SWD, SWD/EL, 504	
Non-Embedded (test administrator must provide)	
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 - EBAE contracted and uncontracted; UEB contracted and uncontracted Mathematics - EBAE contracted and uncontracted with Nemeth; UEB contracted and uncontracted with Nemeth 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.
Braille PAN	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.
Calculator (for calculator allowed items only, grades 6-8 and HS)	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.

Non-Embedded (test administrator must provide)	
Human Interpreter - Visual Communication	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 .
Human Read Aloud Passages	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 .
Large Print	Large Print paper versions are available to students with visual impairments. Complete a Unique Accommodations request .
Math Manipulatives (DeSSA Math only)	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
Multiplication Table (DeSSA Math)	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).
Paper/Pencil (PAN)	Students taking paper-based forms will need to have their work transcribed into an online form by the test administrator.
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LEVEL 3: ACCOMMODATIONS - Available ONLY for: SWD, SWD/EL, 504	
Non-Embedded (test administrator must provide)	
Print on demand	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. 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. 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
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 may have a scribe during writing items. 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 To be trained and qualified, scribes must review the <i>Scribing Protocol</i> on Appendix A-6 and the Scribing Protocol Training video.
Scribe - Injury	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.

Non-Embedded (test administrator must provide)

Word Prediction For students with Documented Motor or Orthopedic Impairments, Severe Learning Disabilities	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.
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Appendix A-3: DeSSA Content Assessments DOE-Approved Accommodations Request

Use this form to complete all the accessibility supports the student will need in order to access the general content area assessments. Fill out only the section(s) needed. For WIDA ACCESS assessments, complete Appendix C-3.

Student Name:			
Date of Birth:		Student ID:	
District:		School:	
Grade:		Admin Year:	
Select:	☐ 504 Plan ☐ SWD ☐ SWD/EL ☐ EL ☐ Gen Ed w/Supports ☐ Gen Ed		
Request(s):	☐ TTS and/or HR ☐ Uniq Accom(s) ☐ Hum Int (ASL) ☐ Hum Int (Native Language)		
Complete for Transition/Team meetings in the Spring only:	Anticipated Grade: _____	Anticipated School: _____	
Both boxes below must be checked for approval to be granted.			
☐ Mandated by IEP/504 Plan IEP/504 Plan Date: _____		☐ Used all year in instruction	
A. TEXT-TO-SPEECH AND/OR HUMAN READER SUPPORT			
MUST submit Group A/B form			
ELA Passages ☐ Text to Speech (TTS) ☐ Human Reader (HR)		Text to Speech w/ Graphics for: ☐ Social Studies ☐ Science ☐ Biology	
Provide Rationale for this request:			
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.			☐ Yes ☐ No
The student requires specialized formats and routine instructional support including TTS or HR.			☐ Yes ☐ No
The student's IEP/504 Plan includes reading goal(s) and/or braille reading goal(s).			☐ Yes ☐ No
The student receives Accessible Instructional Materials (AIM).			☐ Yes ☐ No
Select the AIM Verification (attach with request): ☐ AIM Group A ☐ AIM Group B Indicate the area(s) in the IEP where 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)			
B. DELAWARE'S TEMPORARY APPROVAL			
Unique Accommodations			
☐ Braille ☐ Contracted ☐ Uncontracted	☐ Large Print ☐ Paper-Pencil	☐ DOE-assist w/BRL or LP order requested Provide the name of the person to send materials _____	
☐ Injury: Scribe Needed ☐ Medical Supports	☐ Print on Request Exception (for Level 2/EL students) ☐ Speech-to-Text	☐ Specialized <u>Electronic</u> Equipment ☐ Other	
☐ Math Manipulatives (up to 3) ☐ Base Ten Area Pieces ☐ Bean Counters ☐ Colored Tiles	☐ Geoblocks ☐ Geoboards & Geobands ☐ Omnifix cubes ☐ Number Rack	☐ Pattern Blocks ☐ Plastic 1-Gram Cubes ☐ Tangrams ☐ Other (provide a visual)	

* Provide a Detailed Description of the Unique Accommodation(s)/ Support(s) requested in Section B:

C. HUMAN INTERPRETER FOR NATIVE LANGUAGE OR VISUAL COMMUNICATION

Complete for English Learners (Submit Appendix A-5 in addition to this request before the end of the testing window.)

ELs with an ACCESS Composite PL of 3.5 or lower and a Literacy PL of 3.0 or lower

In what language will the student receive interpretation? _____	☐ DeSSA Mathematics ☐ DeSSA Science ☐ DeSSA Social Studies
The student is literate in the language they will receive interpretation. ☐ Yes ☐ No	The student is within the first 3 years of EL eligibility. ☐ Yes ☐ No Eligibility Date: _____
Human or electronic interpretation and/or translated materials are provided to the students for instruction and/or assessment. ☐ Yes ☐ No	Student's Primary Language _____ Student's Secondary Language _____
Indicate how the native or primary language is used for instructional purposes. ☐ Interpretation support ☐ Written translation ☐ Print resources ☐ Electronic resources ☐ Other: _____	What is the student's proficiency level in English? Provide WIDA ACCESS test scores.
Complete for Deaf/Hard-of-Hearing Students (Submit Appendix C-5 in addition to this request before the end of the testing window.)	
☐ DeSSA ELA Listening Portion only ☐ DeSSA Mathematics	☐ DeSSA Science ☐ DeSSA Social Studies
The student communicates using American Sign Language (ASL). ☐ Yes ☐ No (If no, indicate the method used for communication.) ☐ Signed English ☐ Cued Speech Other Visual Support: _____	Human or electronic interpretation and/or translated materials are provided to the students for instruction and/or assessment. ☐ Yes ☐ No
Indicate the area(s) in the IEP where human interpreter for the identified communication method 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) ☐ Other: _____

Name (Print) _____ Date _____

Title _____ Signature _____

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.

Appendix A-4: 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

English Language Arts	<u>Selected Response Items (Single and Multiple Answer)</u> • 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 <u>Constructed Response Items (Short-Text)</u> • 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. <u>Long Essay (Full-Write)</u> • 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 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.
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Mathematics	<u>Selected Response Items (Single and Multiple Answer)</u> • 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. <u>Constructed/Equation Response Items</u> • 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.
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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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<http://wvde.state.wv.us/oaa/pdf/ParticipationGuidelines.pdf>

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

Appendix B-4: 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?

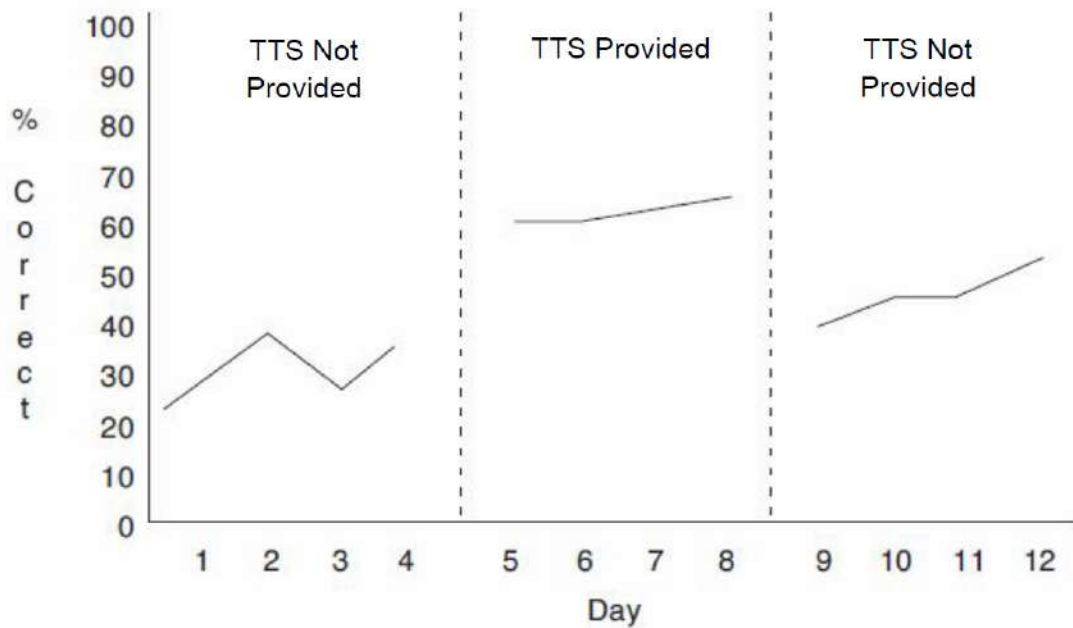
This simple question provides another indication of the student's preference. Like the other questions in this section, opting for having someone read to him or her does not necessarily mean it is appropriate to select text-to-speech or read aloud for the student. It is important to pair this information 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:		Copy	
Teacher:			
<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>			
Question ^a	Yes	No	Comments
Is this student blind or does this student have a significant visual impairment?			
• If the student is blind or has a significant visual impairment, is the student learning to read braille?			
Does this student have a identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches.
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student belong to Bookshare or a similar organization?			
Does the student regularly use assistive technology software or audio books?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other <i>Smarter Balanced</i> tests?			
Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?			
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?			
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?			
Does the student indicate that given the choice, he or she would prefer to read tests himself or herself?			

^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 C-4: EL First Year Exemption Request

Purpose: Complete this form for all English Learners in first year status who need an exemption from the DeSSA ELA or SAT Reading. **Note:** For students who leave the county and return and for students who were born here and do not have immigration dates, provide evidence of their birth certificate and enrollment dates. The student must have documented proof that he/she has been attending a US school for less than 12 cumulative months.

Directions: The EL Coordinator/District Test Coordinator or designee must submit to the DOE Help Desk at least 10 business days before the assessment date. **You may not input this EL First Year exemption in TIDE and eSchool without DOE approval.**

Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Test Administration year:	Spring 2021
Assessment:	☐ DeSSA ELA/Literacy ☐ DeSSA-Alt ELA ☐ PSAT ☐ SAT Reading (Reminder: This will result in non-reportable College scores)
Date student was first enrolled in US Schools:	
Student has been enrolled in a US school for less than 12 cumulative months and is an identified EL. ☐ Yes ☐ No	Evidence:
Has the student previously received this exemption? ☐ Yes ☐ No	If YES. Date: _____ Explain why an exception is needed:
For students who were born in the US only:	

Assurance: I certify based on the evidence indicated above that the student qualifies for the first year EL exemption approval and has not been granted this approval prior to this year.

Printed Name

Signature

Title

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

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: Certification Form for Native Language Human Interpreter

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 A-6: 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 45,000,689,112	"six three two comma four zero seven comma nine eight one" "four five comma zero zero zero comma six eight nine comma one one"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions - common Fractions - not common - read as "numerator over denominator"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty-five" "four eight seven over six nine seven two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one-half" "fifty-seven and three fourths"
Percent	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"four dollars and ninety-eight cents" "thirty-three cents" "five three six eight dollars"
Negative numbers - do NOT read negative sign as "minus"	-3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point five six"
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"
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	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159$ $487 - 159 = 328$	"four eight seven minus one five nine equals" "four eight seven minus one five nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ 63×49 63×49	"sixty-three times forty-nine equals" "sixty-three times forty-nine equals question mark"
Division – Vertical or Horizontal	$120 \div 15 = 8$ $\begin{array}{r} 120 \\ 15 \overline{) 120} \\ \hline \end{array} = 8$	"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.”
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 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 an 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
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	DeSSA Math DeSSA-Alt ELA
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.	DeSSA ELA CAT/PT (Listen Items ONLY), DeSSA Math
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.	ELA, Math, Science
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.	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
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.	ELA, Math, Science

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-7: 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
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. 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.	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.
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.	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.
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.	On the next screen, select the [INSERT NAME OF TEST]. Then wait.
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. 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.	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.
When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.	When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Appendix C-7: 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	$\begin{array}{r} \underline{120} \\ 15 \end{array} = 8$ $120 \div 15 = 8$	“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)	$N + 4$ $8x - 3$ $4y - 2 + 5 = 7$ $(\quad)$ $\frac{4}{3}$ $V = \pi r^3$ $-$	“‘N’ más cuatro” “ocho ‘x’ menos tres” “cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete” “‘V’ es igual a cuatro tercios pi ‘r’ al cubo”

Description	Example(s)	Read as:
	$\frac{ }{t - 2}$ $6 \leq 15$ $x^2 y^3 = -36$ $156x \geq 4$	“el valor absoluto de ‘t’ (pause) menos dos (pause) sobre seis es menor o igual a quince” “‘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” “ciento cincuenta y seis ‘x’ es mayor o igual a cuatro”
Coordinate pairs Answer choices with no other text	the point $(-1, 2)$ the point A is at $(6, 3)$. A. $(-3, -4)$	“el punto (pause) negativo uno coma dos” “El punto A está en (pause) seis coma tres.” “‘A’ (pause) negativo tres coma negativo cuatro”
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-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.

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<http://www.Smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/MathematicsAudioGuidelines.pdf>
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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/oaa/pdf/ParticipationGuidelines.pdf>

Appendix C-8: 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. ¹ Todavía puedo ayudarte con tus [***list 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.

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Educational Testing Service. (2002). *Guidelines for a Test Reader*. Retrieved from ETS Home:

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<http://wvde.state.wv.us/oaa/pdf/ParticipationGuidelines.pdf>

Appendix A-9: 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.

- ☒ 6.45×10^{21}
- ☐ (B) 6.45×10^{20}
- ☐ (C) 6.45×10^{10}
- ☐ (D) 6.45×10^9

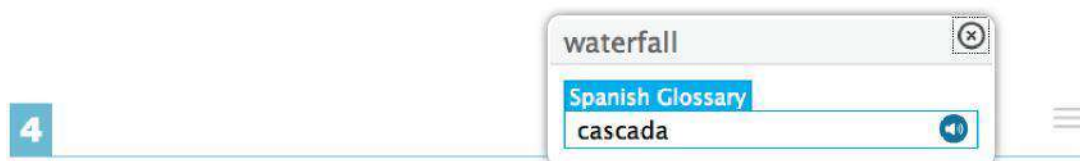
When the student hovers the mouse over the term, it will highlight in blue.

4

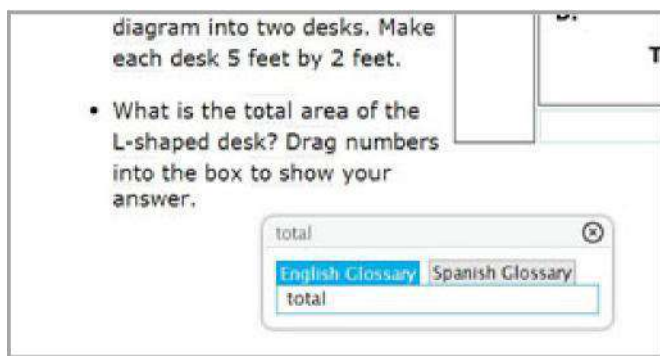
Approximately 7.5×10^5 gallons of water flow over a **waterfall** each second.
There are 8.6×10^4 seconds in 1 day.
Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- ☒ 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.



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-10: 100s Number 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-11: Multiplication Table

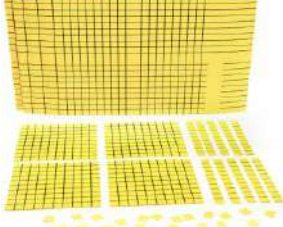
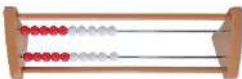
MULTIPLICATION TABLE												
×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Appendix A-12: Math Manipulatives Guidance

Purpose: To streamline requests across the LEAs submitting requests for math manipulatives the following math manipulatives are available for request. Others can be requested but a description/visual must be provided as well as a statement of how test security will be maintained.

To request Math Manipulatives.

1. Complete Appendix A-3 (Unique Accommodations Request) and check Math Manipulatives.
2. In the Description section – The **NAME(S)** of the manipulative(s) must be mentioned and the student **MUST** be using it in his/her classroom to complete math tasks.
3. DOE will review IEPs to see if they are provided as tools/supports to the students before approving the request.
4. Review the Security Tips with the Teacher/Test Administrator **BEFORE** the assessment begins.

 Colored Tiles	 Geoblocks Set	 Omnifix Cubes	SECURITY TIPS ➤ Manipulatives must be provided to the student in a sealed bag or bin BEFORE the assessment begins. ➤ Manipulatives must be stored at the student's work space/testing area to minimize movement. ➤ Test Administrators/Teachers may not interact with the manipulatives once provided to the student. ➤ If the student is using a scribe due to physical injury or other impairment and cannot physically interact with the pieces independently, math manipulatives cannot not be used. ➤ Test Administrators/Teachers may not count out/supply manipulatives to the student. ➤ Test Administrators/Teachers may not direct or prompt the student to use the math manipulatives.
 Pattern Blocks	 Tangrams	 Base Ten Area Pieces	
 Bean Counters	 Large Base Ten Area Pieces	 Plastic 1-Gram Cubes	
 Geoboards & Geobands	 Number Rack		

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 B1 - DeSSA-Alternate Assessment Accommodation Form](#)
- [Appendix B2 - DeSSA-Alt Accommodation Descriptions](#)
- [Appendix B3 - DeSSA-Alt Participation Decision-Making Tool](#)
- [Companion Guide to DeSSA-Alternate Participation Guidelines](#)
- [Appendix B5 - DCPS Participation Guidelines](#)
- [Appendix B7 - DeSSA-Alt Test Profile Characteristics](#)
- [Appendix B9 - DeSSA-Alt Test Administrator Protocols](#)

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 Decision-Making Tool. 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. Review Appendix B-2 for information on providing accessibility supports.

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

Category 1 Settings in the PNP Profile that activate supports within Student Portal	Category 2 Settings in the PNP Profile that require supports or materials in addition to those within Student Portal	Category 3 Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal
• Magnification • Overlay Color • Invert Color Choice • Contrast Color • Spoken Audio	• Uncontracted Braille (EBAE) • Uncontracted Brailled (UEB) • Alternate Form – Visual Impairment • Single-switch System (PNP Profile enabled) • Two-switch system • Individualized manipulatives • Calculator	• 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-1 and descriptions are provided in Appendix B-2. The DLM accessibility manual at <http://dynamiclearningmaps.org/delaware> can be referenced for more information. 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 test windows.

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 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 general content area assessment, 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 any content area, the student will not be able to participate in the corresponding content area test in any other assessment until the following school year.

For further guidance consult the [Guidance and Procedures for Implementing the Decision-Making Tool](#)

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.

Appendix B-9 provides protocols for test administrators when providing accessibility supports to students on the DeSSA-Alternate. This guidance 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-1: DeSSA-Alternate Assessment Accommodation Form

*Student must be found eligible using the Decision-Making Tool found in the Accessibility Guidelines (Appendix B-3) in order participate in the DeSSA-Alternate assessment.

Orange – Submit Human Certification Form to DOE Help Desk

General Student Information:

Completion Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Implementation Date:	

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 including individual manipulatives and calculator use from Category 2. The other 4 Category supports require 24 hours to update.

Category 1 Supports			Category 2 Supports			Category 3 Supports		
Settings in the PNP Profile that Activate Supports within the Student Portal	B-2 Desc		Settings in the PNP Profile that requires supports or materials in addition to those within Students	B-2 Desc		Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal	A-2 DESC.	
Magnification	1	☐	Uncontracted Braille EBAE	1	☐	Human Read Aloud	2	☐
Overlay Color	1	☐	Uncontracted Braille UEB	1	☐	Sign Interpretation of Text	2	☐
Invert Color Choice	1	☐	Single-Switch System (Access Profile Enabled)	1	☐	Language Translation of Text	2	☐
Contrast Color	1	☐	Two-Switch System	1	☐	Test Administrator Entering of Student Responses	2	☐
Spoken Audio - Text only	1	☐	Individualized Manipulatives	1	☐	Partner-Assisted Scanning	2	☐
Spoken Audio - Text and Graphics	1	☐	Calculator (refer to TIP)	2	☐	Supports Not Available in Student Portal		
Spoken Audio - Nonvisual	1	☐	Alternate Form-Visual Impairment	2	☐	Sign Language using Human or Avatar Videos Onscreen	2	☐
						Tactile Graphics	2	☐

List below any accessibility features selected for which the student needs additional practice or preparation. Describe what practice or preparation is needed.

Accommodation/Content	What Practice/Preparation is needed?
Human Interpreter Needed: ☐ Yes ☐ No	Area: ☐ Visual Communication ☐ Native Language Submit the appropriate Human Interpreter Certification form to the DDOE Help Desk.

Notes

Appendix B-2: DeSSA-Alt Accessibility Descriptions

2021-2022 School Year

For more information on Supports Allowed or Not Allowed, consult Appendix B-9 and/or the DLM Accessibility Manual

Orange – Submit Human Certification Form to DOE Help Desk

Page 1 of Descriptions	
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. This support must be approved by DOE (Complete Appendix A-3).
Category 1 Supports	
Settings in PNP Profile activate supports within Student Portal	
Magnification	The system zooms in on the whole screen. The magnification options are 2x, 3x, 4x, and 5x. Test administrators will have to scroll to the right and/or down to access the entire screen and find the NEXT button when magnification is selected. Test administrators must keep in mind that this scrolling may negatively affect the student's ability to access the assessment.
Overlay Color	Background overlay color options are blue, green, pink, gray and yellow. The default is white. The font remains black.
Invert Color Choice	The standard presentation in testlets is a white background with black font. When invert color choice is selected, the background is black and the font is white.
Contrast Color	Allows the test administrator to change both the background and the font colors. The background and font color options are a white background with green font, a white background with red font, a black background with gray font, or a black background with yellow font.
Spoken Audio	There are three types of options: text only, text and graphics and nonvisual. The text and graphics option and the nonvisual option provide audio for images in addition to reading the onscreen text. The nonvisual option is intended for students who are blind or have visual impairments and therefore need the layout of the page described as well. For example, on the technology-enhanced items, the Spoken Audio includes information about choosing response options on the left side of the screen and moving them to areas on the right side of the screen. The text-only option is appropriate when the student has some vision and does not require read aloud of physical layout and directional information.
Category 2 Supports	
Settings in PNP Profile require additional supports or materials.	
Braille	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.
Alternate Form – Visual Impairment	This form is a suitable additional choice for a student who can read braille. It is also suitable for a student who is blind but does not read braille or who has a significant visual impairment. The test administrator selects Alternate Form-Visual Impairment in the PNP Profile under the Other tab. The alternate form of the testlet, if available will have the letters BVI in the testlet name, ticket and in student Portal.
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.
Two-Switch System	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted.

Individualized manipulatives	Students may use familiar manipulatives (e.g. abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Page 2 of Descriptions	
Category 2 Supports	
Settings in PNP Profile require additional supports or materials.	
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.
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.
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.
Supports Not Available in Student Portal	
Sign Language using Human or Avatar Videos Onscreen	Most eligible students who communicate with sign language use Signed Exact English or personalized sign systems.
Tactile Graphics	Objects, tactile graphics, or tactile representations of pictures or objects presented onscreen as a concrete representation may be used. Educators may use individualized tactile representations with their students, as appropriate.

Appendix B-3: DeSSA-Alternate Decision-Making Tool

Student Last Name:	Student First Name:	Student ID#
School District or Charter School:	School:	
Student Age: _____	Student DOB: _____	Student Grade Level _____

Delaware's Definition of a Most Significant Cognitive Disability

A student with a most significant cognitive disability is one whose disability or disabilities *pervasively* impacts his/her 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.

Background

This tool is meant to guide and support individualized education program (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment. In 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA limits the number of students who may take such assessments to 1% of all tested students in a given subject. While many states have been able to meet the 1% limit, Delaware has exceeded the 1% cap. Eventually, if Delaware cannot lower the rate of students taking the alternate assessment, the U.S. Department of Education could withhold Title I Part A State administrative funds.

Instructions

This tool must be completed **yearly** for all students being considered for the alternate assessment, even if that student has participated previously. Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP, Evaluation Summary Report (ESR) and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment and the student's cumulative folder documenting supports and services.

Section A: Determining Initial Eligibility

Does the student have a current Individualized Education Program (IEP)?	☐ Yes ☐ No
Is eligibility being considered for participation in ALL content areas?	☐ Yes ☐ No
If you answered NO to any of the above questions,  The student is not eligible for the alternate assessment.	If you answered YES to both questions,  Proceed to Section B

Section B – Determining if the Student has a Most Significant Cognitive Disability

The student has a disability or multiple disabilities that *pervasively* impact intellectual functioning and adaptive behavior. (Adaptive behavior- essential for someone to live independently and to function safely in daily life- DLM definition)

Conceptual Domain: Covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks

1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
The student's cognitive disability does not interfere with learning grade level skills and concepts across academic areas.	The student's cognitive disability interferes with learning grade level skills and concepts across some academic areas.	The student's cognitive disability interferes with learning grade level skills and concepts across all academic areas.
Data provided show the student is able to participate in all general state assessment with accessibility supports.	Data provided show the student is able to participate in one or more general state assessment with accessibility supports.	Data provided show the student is not able to participate any general state assessment even with accessibility supports.
With additional time, the student will be able to develop the skills needed to live independently or to function safely in their daily life at home, school and community.	With additional time, the student may be able to develop the skills needed to live independently or to function safely in their daily life at home, school and community.	Even with additional time, the student is unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community.

Social Domain: Covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving		
1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
The student displays age-appropriate social, communication and leisure skills. The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age. The student engages in play and recreational activities without additional support. OR The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature). The student's communication, language and conversation skills are more concrete or immature than peers who are the same age. The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.	The student has social, behavior and communication skills markedly different from peers who are the same age. The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age. The student may use behaviors to communicate. The student may not perceive or interpret social cues accurately. The student often needs significant support to engage in social situations and/or use communication skills.	The student often uses behaviors to communicate. The student's communication skills are very limited in terms of vocabulary and grammar. The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication. The student requires significant adult assistance to communicate with peers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate. The student may not yet show understanding of symbolic communication with speech or gesture.
Practical Domain: Covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.		
1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
The student is able to follow rules and functions in the community and classroom setting similarly to peers who are the same age. The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene. The student displays recreational skills typically on the same level as peers, although some additional support may be needed. The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.	The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues. The student often requires additional support and learning opportunities for recreational skills. The student requires intensive support to safely navigate the school and community.	The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety. The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student requires supervision at all times.
Score 8 and below:  The student is not eligible for the alternate assessment		Score 9:  Proceed to Section C

Section C – Determining if the Student requires Extensive Direct Individualized 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.		
1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
Instruction and other skills provided in small groups and other settings lead to the best student gains. With little or no support, the student will be able to acquire and transfer skills. With repeated exposure, the student will acquire and transfer skills to school, home and community environments.	Instruction and other skills provided in small groups and other settings lead to the best student gains. With some support, the student will be able to acquire and transfer skills. With extended time and repeated exposure, the student will acquire and transfer skills to school, home and community environments.	Individualized instruction or a low student-to-teacher ratio for instruction (ex. 1:1, 1:2) leads to the best student gains. Instruction and other skills provided in one-on-one student instruction lead to the best student gains. The students must receive a wide range of complex supports to acquire and transfer skills. Even with extended time and repeated exposure, the student is unable to acquire and transfer skills to school, home and/or community environments.
Accessibility Supports: This section describes the accessibility supports needed for the student to participate meaningfully in daily instructional and assessment activities.		
1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
The student's IEP does not include accessibility supports presented in Delaware's Accessibility Guidelines.	The student's IEP outlines accessibility supports presented in Appendix A-1 of Delaware's Accessibility Guidelines which are provided during instruction and assessment to support access.	A student with a most significant disability uses almost all of individualized supports, accommodations and modifications, materials outlined in Appendix B-1 of Delaware's Accessibility Guidelines and beyond to meet the cognitive and physical task demands of instruction and assessment.
Assistive Technology: This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in school, home, community and work environments.		
Required but not scored.		
☐ The student's IEP team has determined the student does not need any assistive technology.	☐ The student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment.	☐ The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services. The student currently requires adult or peer dependent supports or scaffolds.
Score of 5 and below:  The student is not eligible for the alternate assessment		Score of 6  Proceed to Section D
Section D – Curricular Outcomes		
The student requires extensively modified instruction with less complex and depth of skills and uses the Delaware Alternate Achievement Standards to access the Delaware Content Standards.		
1 ☐ Little or No Evidence	2 ☐ Partial or Inconsistent Evidence	3 ☐ Complete and Consistent Evidence
The student is learning grade level academic content that is reduced in depth and breadth. Student is able to meet general curricular demands with or without accessibility supports. The student is receiving instruction on grade level general content standards.	The student is learning below grade level academic content that is reduced in depth and breadth. Student is able to meet general curricular demands using accessibility supports. The student is receiving instruction on adapted general education curriculum using the general content standards.	The student receives intensive instruction to learn academic content that is reduced in depth, breadth, and complexity. Student is unable to meet general curricular demands even with accessibility supports. The student receives instruction on modified curriculum using the Delaware Alternate Achievement Standards (EEs).

Score of 2 and below:  The student is not eligible for the alternate assessment.	Score of 3  Proceed to Section E
Section E – Additional Considerations	
Exclusions: The decision to include the student in the DESSA-Alt should NOT be 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	
Parent Assurances (must not be pre-checked)	
I understand that my child's participation in the DeSSA-Alternate Assessment <i>may</i> lead to a Diploma of Alternate Achievement Standards, which may not be accepted by colleges and technical/trade schools.	☐ Yes ☐ No
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.	☐ Yes ☐ No
I participated in the discussion on the decision for my child to participate in the DeSSA-Alternate Assessment.	☐ Yes ☐ No
I was provided informational flyers about the DeSSA-Alternate Assessment.	☐ Yes ☐ No
Parent Initials: _____	
Based on the review of evidence in Section A through D and ensuring the decision is not based solely on any of the considerations above, does the student meet all the criteria for participation in the alternate assessment?	
☐ Yes ☐ No	The student meets all the criteria in Section A through D and will participate in the alternate assessment. All the members of the IEP Team agree with the decision. My signature below indicates agreement.

_____	_____
(Parent/Guardian)	(Date)
_____	_____
(Parent/Guardian)	(Date)
_____	_____
(Student)	(Date)
_____	_____
(Administrator/Designee)	(Date)
_____	_____
(Special Education Teacher)	(Date)
_____	_____
(Other – please specify name and position)	(Date)
_____	_____
(Other – please specify name and position)	(Date)

Appendix B-5: Delaware Communication Portfolio Summary Participation Guidelines

Student Last Name:	Student First Name:	Student ID#
School District or Charter School:	School:	
Student Age: _____	Student DOB: _____	Student Grade Level _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet the required criteria of the Delaware Communication Portfolio Summary (DCPS) will participate in the DeSSA-Alternate assessment or the general assessment, with or without accommodations.

The achievement of students in the DCPS is based on alternate achievement standards. Students who participate in the DCPS are working on the same *Delaware Content Standards* as their peers; however, they are working on these standards in less complex ways.

NOTE: If a decision is made for the student to participate in the DCPS after the beginning of the winter test window, the student will continue to participate in the DeSSA-Alt or the general assessment for the remainder of the school year.

***** Any student who participates in the DCPS must also take one testlet in each content area of the DeSSA-Alt assigned to their grade level.**

Criterion #1: Criteria for the DeSSA-Alt: The student meets all five criteria to participate in the DeSSA-Alternate.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ The DeSSA-Alt Participation Criteria have been reviewed and discussed with the IEP Team. _____	
Criterion #2: Complexity of Communication Needs: The student's selected mode of communication requires interpretation by others. OR The student does not currently have a consistent and reliable mode of communication that is understood by others.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ Speech/Language Evaluation Results _____ ☐ Speech/Language Goals _____ ☐ Needs/Annual Goals section from IEP ☐ Other _____	
Criterion #3: Student Responses: The student does not appear engaged or does not reliably use a communication system that is understood by others.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ Speech/Language Evaluation Results _____ ☐ Speech/Language Goals _____ ☐ Needs/Annual Goals section from IEP _____ ☐ Other _____ / _____	
Criterion #4: Stimuli Responses: The student primarily shows response to stimuli that are internal (hungry, sleepy, uncomfortable, etc.) or related to immediate environment (specific to activity or an item).		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ Teacher survey/observational data _____ ☐ Related IEP annual goals/progress updates _____ ☐ Psychoeducational evaluation _____ ☐ Deaf/blind services report, DVI services report _____ ☐ Other _____ / _____	
Criterion #5: Communication Matrix: The team reviewed the results and it shows that the student is consistently in lower levels of the matrix.		
The IEP team Agrees	Sources of Evidence	Date
☐ Yes ☐ No	Communication Level: _____ ☐ Matrix not yet administered	Completed: _____ Reviewed: _____

Criterion #6A: Previous Results on State Assessments: DeSSA-Alt: The results provided limited information and the team feels the results are not valid. Student consistently received a Performance Level 1.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ DeSSA-Alt results reviewed _____ ☐ DeSSA-Alt not yet administered For the DeSSA-Alt, the student should have used any AAC (low or high tech) or other means of communication that is typical for the student during daily instruction in order to determine the results to be considered valid.	
Criterion #6B: Results of DCPS: The DCPS results have been reviewed and discussed with the IEP team, and showed that the student is appropriately placed in this assessment.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
☐ Yes ☐ No	☐ DCPS results reviewed _____ ☐ DCPS not yet administered.	
Participation Decision and Assurances		
Exclusions: The decision to include the student on the DCPS should NOT be 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. anticipated disruptive behavior 8. student's reading level 9. the expectation that the student will not perform well on DeSSA Gen Ed assessments 10. academic or other services offered	11. administrator decision 12. impact of test score on accountability system 13. anticipated emotional duress 14. percent of time receiving special education services
Evidence shows that the decision is not based on the above list.		☐ Yes ☐ No
The IEP team understands that the student must still take one testlet in each content area of the DeSSA-Alt assigned to their grade level.		☐ Yes ☐ No
The IEP team understands that if a student has not completed 2 observations by May 20, 2022, that all DCPS scores will be invalidated and the student will only receive DeSSA-Alt scores. (Grade 10 students need to have 2 observations and 1 science testlet completed by May 20, 2022)		☐ Yes ☐ No
Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the DCPS was the most appropriate assessment for this student; this his/her academic instruction will be based on the Delaware Content Standards; and that any additional implications of the decision were discussed thoroughly. My signature below indicates that I agree with the decision for _____ to participate in the Delaware Communication Portfolio Summary.		

_____ (Parent/Guardian) (date)	_____ (Speech Language Therapist/Pathologist) (date)
_____ (Parent/Guardian) (date)	_____ (Other- please specify name and position) (date)
_____ (Student, if attending) (date)	_____ (Other- please specify name and position) (date)
_____ (Administrator/Designee) (date)	_____ (Other- please specify name and position) (date)
_____ (Teacher) (date)	_____ (Other- please specify name and position) (date)

Appendix B-6: DeSSA-Alt Test Administrator Protocols

The following guidance was taken from the DLM Accessibility Manual.

Guiding Questions for Discussion and Selection of Appropriate Accessibility Supports

Some questions that teams may ask in the process of determining appropriate supports include the following:

- What are the student's learning strengths, and in which areas does the student need improvement?
 - How are a student's knowledge and understanding of the Essential Elements impacted by the student's learning needs?
 - Which instructional and assessment tasks are difficult or the student to do independently when working one-on-one in the classroom and/or when interacting in an online environment?
 - Which current supports helps the student with these difficulties, when working one-on-one in the classroom and/or when interacting in an online environment? What kinds of instructional strategies (e.g., visual, tactile, auditory, combination) work best for the student?
 - Which accessibility supports match these strategies and may help the student access the assessment?
 - Which supports or materials does the student prefer?
 - What were the results of routine assignments and classroom testing when accessibility supports were used or not used?
 - Which accessibility supports will increase the student's access to the assessment by addressing their learning needs and reducing the effect of their disability?
 - Which effective combinations of accessibility supports will help the student?
- (Thompson, Morse, Sharpe, & Hall, 2005)

Supports: Allowed and Not Allowed

Allowed	Not Allowed
• white boards • traditional keyboards using word processing software • adapted keyboards that include all 26 letters of the alphabet • tablet computer keyboards using word processing software • alternate keyboard, on screen switch enabled keyboard • alternate pencils, including an alphabet flip charts • eye-gaze displays of letters • letter-by-letter dictation of any sort • word prediction software • pens, pencils, marker and crayons can be used for the writing product a student produces of the computer for the writing testlets. • Test administrators may also help students navigate across screens or enter student-selected responses.	• Whole word or sentence dictation ○ The student is not allowed to dictate whole words or sentences since the full criteria for the administration of the writing testlets is not met and cannot be used for that purpose • Speech-to-text software • Selection of pictures or words from a word bank. ○ Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This is forbidden because the meaning that an individual assigns to a picture or symbol depends on the individual's motivation, neurological and developmental status, sensory abilities, cognitive, communication and language skills, and world experience. (Mineo Mollica, 2003). ○ Furthermore the ability to learn the meaning of pictures or symbols is directly related to an individual's understanding of the word associated with the picture or symbol. In other words, individuals who understand the meaning of the spoken word learn the associated picture or symbol rather easily while individuals who not understand the spoken word take much longer to learn the

	meaning of the picture or symbol (Ronski & Sevcik, 1996, 2005). Given that students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, to have assurance each student's understanding of pictures and symbols introduced in the assessment will match the intended meaning is a guarantee that is not possible.
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Common Accessibility Issues and Example Solutions

Accessibility Issue	Example Solutions
The student has difficulty interacting directly with the computer due to limited experience, motor skills and/or devices.	Navigation in Student Portal - The test administrator may navigate the screens for the student - After the student indicates their responses to the test administrator, the test administrator enters the responses on behalf of the students.
The student is blind and typically reads braille.	- Braille forms: For students who read braille proficiently enough to demonstrate what they know and understand about the Essential Elements, braille forms of the assessments are available. However, braille forms are available only at upper linkage levels and only for some Essential Elements. Braille forms for Science are only available during the spring assessment window. Instructions for how to access and prepare for administering testlets in braille are in the Educator Portal User Guide. - Alternate Form-Visual Impairment form: when a braille form is not available, an Alternate Form-Visual Impairment form may be available. These forms are also only available for some Essential Elements at upper linkage levels. - Human Read Aloud: The test administrator may always read the testlet aloud to the student. - Familiar materials and tactile graphics: The test administrator may use familiar materials or create tactile graphics in place of images that appear on screen for a student. Familiar materials may be substituted for unfamiliar materials as long as the criteria of the item being tested continues to be met. - SHOW: When the educator directions in a testlet use words like SHOW, the test administrator presents the content of the testlet to the student using methods normally used during everyday instruction.
The student has a severe visual impairment and needs a larger presentation of content than the 5x magnification setting provides.	- Magnification: The test administrator may use an interactive whiteboard, projector, or any magnification device that works with the computer screen. - Familiar Texts: The TIP will provide information to the test administrator about familiar texts being referenced in the testlet. Teacher-administered reading testlets use texts that are familiar to students and that were used during assessment. Also, the test administrator may read the text aloud to the student.
The student is blind and does not communicate verbally OR The student is blind, does not read braille, and uses only a single-switch system to	- Human Read Aloud: The test administrator may use human read aloud to read the testlet aloud to the student. - Familiar materials and tactile graphics: Objects, tactile graphics, or tactile representations of pictures, or objects presented onscreen as a concrete representation may be used. Test administrators may use

communicate. The student receives testlets with pictures or manipulatives. The TIP does not provide alternate text to describe the pictures or guidance on how the test administrator can deliver this assessment. The student does not use braille, so that support was not chosen as a PNP Profile setting.	individualized tactile representations with their students as appropriate. Access the TIP for more information. • God to Alternate Text for Reading Testlets and Retrieve the Testlet Information Pages and Gather Materials in the Test Administration Manual for the human read-aloud guidelines.
The student uses sign language to communicate and has limited proficiency in reading text.	• Sign language: the test administrator may sign the text, spelling unfamiliar words and adapting and interpreting the language as needed. The test administrator may use signs that are familiar to the student.
The student uses low-tech (i.e., not computerized) eye gaze to communicate.	• Offline Response Options: the test administrator may present the response options online, in an alternate format for which the student is accustomed. The test administrator will then enter the student's selected responses in the testlet in Student Portal.
The student uses eye gaze or another means and can only indicate yes/no responses. OR The student always selects the same response option, e.g., the first or the last option when presented the response options. OR The student can be presented only two responses at a time.	Alternate Presentations of Response Options: 1. The test administrator may present the item and response options as follows: • First, read the item and response options that are presented onscreen. • Then, repeat the item and present response option 1, asking the student something like, "Do you want this option? Answer yes or no." • The student provides their response. • The process is repeated for response option 2. • The process is repeated for response option 3 until all response options have been presented to the student. • If the student has indicated yes to more than one response option, read the selected options again, following the above process until the student has selected only one response option. • If the student has not narrowed the selection to one response option, the test administrator may try another approach such as #2 in the example solutions below. 2. The test administrator may present two response options at a time until the student has eliminated all but one response option. • To maintain validity, present the response options in the same order they are presented in the onscreen testlet. • Present option 1 and response option 2, and then say something like this to the student, "Which of these options do you want to choose?" • Be patient to allow the student time to select a response. • Then, repeat the above process until all options have been presented. • When the responses have been narrowed to the final response, enter it in the testlet in Student Portal.
The student uses one or two more switches to access the computer but is not 100% consistent or accurate in their use.	Use of switches • The test administrator may use partner-assisted scanning to point to and/or read each response option. • The student indicates when the desired response option is presented.

	Also, the test administrator may navigate from screen to screen and allow the student to use scanning to select the desired response option on each item screen.
The student uses graphic organizers, supports or other materials to complete academic work.	The test administrator may use the supports and materials that are familiar to the student. The student continues to interact with the content on the screen, but the test administrator may navigate and enter the student's responses into Student Portal. Access the TIP for each testlet for specific approved and unapproved materials.
The student has a physical disability that results in limited mobility. The testlet requires the student to manipulate materials.	- A student with limited mobility may use their current mode of communication to direct the test administrator to select a response option and/or manipulate materials on their behalf. - The test administrator also may use the strategy of partner-assisted scanning for testing. The test administrator may select this setting in the student's PNP Profile.
The student requires special technologies to complete the writing assessment	Writing testlets Students may use the writing technologies or materials they normally use in everyday instruction to complete their DLM writing testlets if the supports involve the use of all 26 letters of the alphabet to produce letters and words. Students may not use word banks, picture banks, or symbol or icon-based communication systems for the portion of the assessment that requires writing with the alphabet. Also, students may not use whole word or sentence dictation or speech-to-text software.

Practices Not Allowed in Administering Testlets

Practices Not Allowed
- Repeating the item after the student has selected a response. This action is considered prompting and may influence the student to choose a different response. - Using physical prompts or hand-over-hand guidance. - Reducing the number of response options or giving content hints. - Modifying the content of a performance task in a computer-delivered testlet to help the student arrive at the correct response. - Changing tone, inflection, or body language to cue the correct response when reading testlets to a student.

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 C1 - WIDA Assessments Accommodations Form](#)
- [Appendix C2 - WIDA Assessments Accommodations Descriptions](#)
- [Appendix C3 - WIDA Unique Accommodations Request](#)
- [Appendix C9 - Scribe Guidance for ACCESS 2.0](#)
- [Appendix C10 - ACCESS-Alt Participation Decision Tree](#)
- [Appendix C11 - Domain Exemption Decision Tree](#)
- [Appendix C-12: Keyboard Navigation for DRC Insight](#)
- [Appendix C-13: Transcription](#)

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

This form may be used by an IEP or 504 teams to determine appropriate accommodations for the ELP assessment.

Accommodations must be entered online in the WIDA DRC Insight.

Orange – DOE Approval Needed – Complete Appendix C-3 and submit to DDOE Help Desk

Student Information:

Completion Date:	
Student Name:	
Date of Birth:	
Student ID:	
District:	
School:	
Grade:	
Administration Year:	Spring 2022
Select:	☐ 504 Plan ☐ SWD/EL ☐ Gen Ed w/Supports ☐ Gen Ed
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 – not in DRC Insight)

Test Timing and Scheduling		Test Environment		Test Content Presentation	
Supervised Breaks	☐	Adaptive and Specialized Equipment or Furniture	☐	Test Format – Access 2.0	☐
Short Segments	☐	Alternative Microphone	☐	Test Format - Alternate Access	☐
Extended Testing Time (ET)	☐	Test Technology Set Up and Provide Student Practice	☐	Test Format – Kindergarten Access	☐
Test Item Responses		Familiar Test Administrator	☐	Redirection	☐
Monitor Placement of Responses	☐	Individual or Small Group Setting	☐	Encouragement	☐
		Specific Seating	☐	Read Aloud to Self	☐

Universal Tools

(Available to All Els – not in DRC Insight)

	ACCESS for ELLs 2.0 (online)				ACCESS for ELLs 2.0 (paper)				Kindergarten ACCESS for ELLs				Alternate ACCESS for ELLs			
	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S
Audio Aids	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Color Adjustments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Highlighters, Colored Pencils or Crayons	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Keyboard Navigation	☐	☐	☐	☐												
Line Guide or Tracking Tool	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Low Vision Aids or Magnification Devices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sticky Notes			☐		☐	☐	☐	☐							☐	
Scratch Paper and Sticky Notes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Accommodations (Available to ELs with IEPs and 504 Plans – Available in DRC Insight) Orange – DOE Approval Needed – Complete Appendix C-3 and submit to DDOE Help Desk																
	ACCESS for ELLs 2.0 (online)				ACCESS for ELLs 2.0 (paper)				Kindergarten ACCESS for ELLs				Alternate ACCESS for ELLs			
	L	R	W	S	L	R	W	S	L	R	W	S	L	R	W	S
Braille (BR)					☐	☐	☐									
Extended testing of a test domain multiple days (EM)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Extended Speaking Test Response Time (ES)				☐				☐								
In-Person Human Reader (IR)	☐		☐	☐	☐		☐	☐								
Repeat In-Person Human Reader (RP)	☐		☐	☐	☐		☐	☐								
Large Print (LP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Manual Control of Item Audio (MC)	☐		☐	☐	☐		☐	☐								
Test may be Administered by School Personnel in Non-School Setting (NS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Repeat Item Audio (RA)	☐		☐	☐	☐		☐	☐								
Students Responds using a Recording Device which is played back and transcribed by the student (RD)			☐				☐				☐				☐	
Interpreter Signs Test directions in ASL (SD)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scribe (SR)	☐	☐	☐		☐	☐	☐		☐	☐	☐		☐	☐	☐	
Word Processor or Similar Keyboarding Device used to Respond to Test Items (WD)	☐	☐	☐		☐	☐	☐		☐	☐	☐		☐	☐	☐	
Domain Exemption* (not in DRC Insight)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

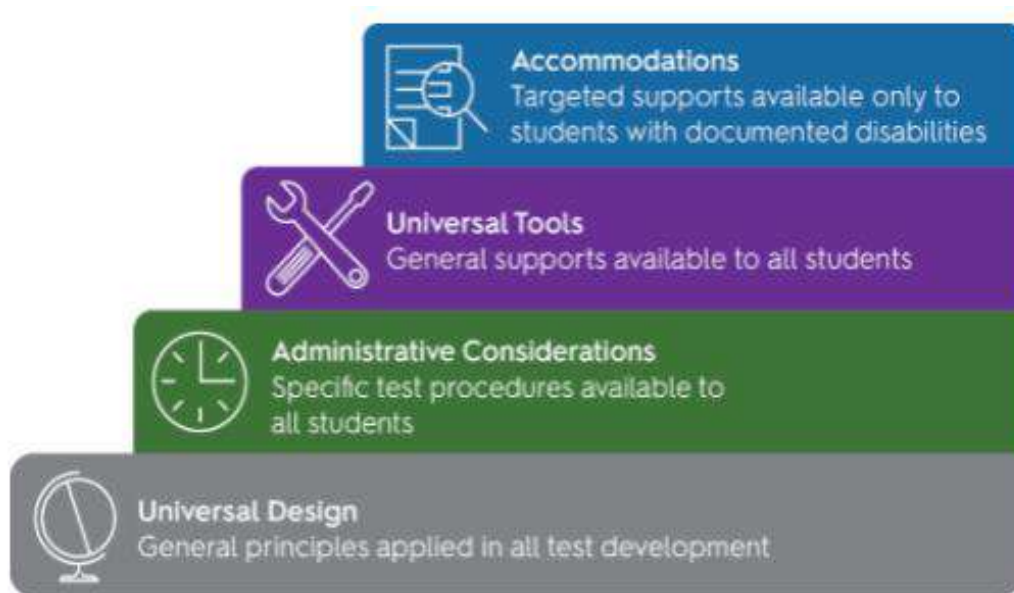
Domain Exemption Request – available for students unable to take a domain and who need to receive a composite score.

Complete C-3 and submit to the Help Desk

Appendix C-2: WIDA Assessments Descriptions 2021-2022 School Year

WIDA designed its accessibility and accommodation framework to ensure:

- Application of effective linguistic scaffolding and Universal Design principals to the development of test items
- Availability of flexible administrative considerations and universal tools for all students
- Purposeful design and delivery of accommodations for students with disabilities



High Importance! These accommodations are not allowed on language proficiency testing, as they change what the test measures. The following modifications would alter the set of knowledge skills, and abilities ACCESS for ELs and WIDA Screener measure. While they might be useful for classroom instruction, they are never allowed during test administration.

- Reading aloud items on the Reading domain test
- Providing oral or written translation of items into a language other than English
- Signing items, passages, or response options
- Allowing use of a bilingual word-to-word dictionary

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

DOE-Approval Needed in Orange

Administrative Considerations	
Test Timing and Scheduling	
Supervised Breaks	Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as tendency to quickly become fatigued or anxious during testing. Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration might not interfere with the testing experience of any other student.
Short Segments	In rare instances, students may need longer breaks than provided through the Supervised Breaks , you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper-format test with this administration format. Test administrators must collect and securely store all test materials between testing segments
Extended Testing Time	WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.
Test Item Responses	
Monitor Placement of Responses	Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet. - Don't confirm or correct students' responses. Never provide or change a response for a student. - Don't answer questions about content or language. Instead, remind students to do their best.
Test Environment	
Adaptive and Specialized Equipment or Furniture	Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards—should have access to this equipment during testing. If the student's use of this equipment will be a distraction to other students, arrange an individual test administration.
Alternative Microphone	Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform.
Test the technology set up and provide students an opportunity to practice prior to testing day.	If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration
Familiar Test Administrator	The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
Individual or Small Group Setting	Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.
Specific Seating	Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation	
Test Format	Students may use the paper format of the test to address individual student needs. For example, you can give a student the paper test even though students throughout the school or district typically test in the online test platform. Keep in mind: - A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4-12. - When students take Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. DOE Approval for Paper-Pencil for ACCESS 2.0 and Alternate ACCESS. – Complete Appendix C-3 For Kindergarten ACCESS - DOE not require approval
Redirection	Quietly, without disturbing other test takers, direct student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student's home language
Encouragement	Quietly, without disturbing other test takers, offer verbal praise for on task behavior. For example, say "good job!" after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.
Read Aloud to Self	Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading will be a distraction to other students, arrange an individual test administration.
Universal Tools – Available to all ELs	
Audio Aids	Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio. CONSIDERATIONS FOR ONLINE TESTING: If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.
Color adjustments	Students can use transparent color overlays to alter how they see the test content in a test booklet or on a screen. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content. CONSIDERATIONS FOR ONLINE TESTING: A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color
Highlights, Colored Pencils or Crayons	Students can use a variety of tools to mark specific text. CONSIDERATIONS FOR ONLINE TESTING: A highlighter tool is built into the test platform. Mouse control is needed to use this tool. CONSIDERATIONS FOR PAPER TESTING: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.
Keyboard Navigation	Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse. See Appendix C-12 of this Manual for more information.
Line guide or tracking tool	Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language. CONSIDERATIONS FOR ONLINE TESTING: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool. CONSIDERATIONS FOR PAPER TESTING: Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Low-vision aids or magnification devices	Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student. CONSIDERATIONS FOR ONLINE TESTING: A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool. <i>Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.</i> CONSIDERATIONS FOR PAPER TESTING: Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.
Scratch paper and sticky notes	Students can make notes, draft text, or sketch diagrams as they test. This content is never scored. Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil. Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed. CONSIDERATIONS FOR ONLINE TESTING: A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.
Accommodations– Available to ELs with IEPs and 504 Plans	
Braille (BR)	Materials must be ordered. Unified English Braille (UEB) is available on tests for grades 1– 5. Both UEB with Nemeth and UEB Technical (UEB Math/Science), are available on tests for grades 6–12. Specify UEB with Nemeth or UEB Technical, as well as contracted or uncontracted braille, when you order materials. Confirm students are proficient in the braille code selected prior to assigning this accommodation. WIDA recommends that the results of the braille assessment be used with caution since braille proficiency may confound the assessment of English language proficiency. Each braille test kit contains an embossed test booklet, a test booklet for transcription, a test administrator script, a speaking test booklet, and a CD of audio files. The embossed test booklet contains tactile graphics, labels, picture descriptions, and transcriber's notes. Translating picture descriptions into a student's home language is appropriate, as doing so will provide the student with same support available to sighted test takers. Ideally, the test administrator providing this accommodation is proficient in braille. Students may record answers on the embossed test booklet, on blank braille paper, or by using a braille or braille notetaker. In the Listening and Reading tests, students may dictate as the test administrator transcribes answers into the test booklet. Review Appendix C-9 Scribe Guidance for ACCESS and the Scribing Protocol Video. Transcribing is covered under the Scribe accommodation. Review Appendix C-13: Transcription
Extended Speaking test response time (ES)	This option must be pre-selected This accommodation provides additional time for cognitive processing or motor planning for speaking. This accommodation may support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. When this accommodation is selected in WIDA AMS for an online-format test, the online test platform allows twice the standard response time for each Speaking task. When test administrators provide this accommodation for a paper-format test, they pause the Listening and Speaking CD after the audio file plays and allow the student to respond.
Extended testing of a test domain over multiple days (EM)	In the extremely rare situation that a single domain test administration must extend across multiple days, this accommodation must be entered in WIDA AMS prior to testing.

In-person human reader (IR)	This accommodation applies only to text. Test administrators read labels or captions but never describe images. Answer choices may be read aloud only during the Listening domain tests. This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper-format test may be used to provide lip reading support. - When test administrators provide this accommodation for an online-format test, they supplement the pre-recorded audio by reading text answer choices and text labels in graphics. Test administrators also read all text that appears on screen for the grades 4-12 Tier B/C writing tasks. There is no additional script when providing this accommodation for the online-format test. - When test administrators provide this accommodation for WIDA Screener Paper, they read from the appropriate recording script, available for free in the WIDA Store. Test administrators also read instructions, test items, text answer choices, and text labels in graphics labels exactly as they appear in the test booklet. - When test administrators provide this accommodation for ACCESS for ELLs Paper, they read from the Human Reader Accommodation Script, which must be ordered specially in advance of testing. The Human Reader Accommodation Script substitutes for the Listening and Speaking CD, and it is used instead of the Test Administrator Script for all domain tests. To order this item, collect the information you have about the student for whom this accommodation applies. Then contact DRC Customer Service and order this item during your additional materials ordering window. For the Listening and Speaking tests, schedule two test administrators for each test whenever possible. An extra test administrator allows the adults to read the scripted dialogue between an example student and the primary test administrator. For the Writing test, the test administrator reads all the text in the test booklet.
Repeat in-person human reader (RP)	When test administrators provide this accommodation, they follow the guidelines for the In-Person Human Reader accommodation and may repeat anything they read aloud. This accommodation applies only to text. Test administrators read labels or captions but never describe images. During a Listening domain test, test administrators can repeat their reading one time only. This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention.
Interpreter signs test directions in ASL (SD)	To provide this accommodation, arrange for an interpreter to sign test logistics, directions and practice items into American Sign Language (ASL) or another signed system. ASL is a complete and rich communication system that is a language other than English. Translation of actual test items is not allowed.
Large print (LP)	Large print test materials are printed in 18-point font on 11x17 paper. Large print test kits must be specially ordered, and they include everything required to administer the test. Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring. Return both booklets at the end of testing. Only the booklet for transcription will be scanned and scored.
Manual control of item audio (MC)	This accommodation allows students to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs due to a disability. Students will see and must click a Play button on every screen where audio would otherwise play automatically. Once the student clicks Play, the audio cannot be paused, stopped, or replayed. When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen before playing any track of the Listening and Speaking CD.
Repeat item audio (RA)	This accommodation allows students to hear recorded audio a second time. This accommodation may support students who need repetition for language processing, attention, or focus needs due to a disability. Students will see and must click a Repeat button on every screen where audio can be repeated. Once the student clicks Repeat, the audio cannot be paused or stopped. Students can click the Repeat button to replay the audio one time in the Listening test. In the Speaking and Writing tests, students can click the Repeat button to replay the audio as many times as needed. When test administrators provide this accommodation for a paper-format test, they ask students whether they are ready to listen to the audio of the Listening and Speaking CD. When students indicate they are ready to hear the audio again, test administrators replay the track. In a Listening test, test administrators replay the audio only one time. In a Speaking test, test administrators repeat the process until the student is ready to move on.

Scribe (SR)	To provide this accommodation, a test administrator or another designated individual responds in the online test platform or in a test booklet as directed by a student. For example, a student might provide verbal dictation of a Writing response, which the scribe types or writes. A student might indicate a response to a multiple-choice question using a speech-to-text device, using a picture or word board, by pointing, or with eye gaze, and the scribe selects or marks the option indicated. Consider offering this accommodation to students who routinely rely on dictation or scribing for written compositions during classroom instruction. In rare cases, a scribe accommodation might be an appropriate response to a temporary disability, such as a broken arm or hand. An individual test administration must be used to provide this accommodation. When students are new to the process of scribing, practice prior to testing is especially important. Responses must be scribed verbatim at the time of testing. See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription
Student responds using a recording device, which is played back and transcribed by the student (RD)	This accommodation may support students with writing processing issues by separating the process of responding from the process of writing. When using this accommodation, the student responds to test tasks by speaking into a recording device. As soon as possible after completing the test, the student transcribes the responses into the test platform or a test booklet. Check state policy for timeframe expectations. • If response and transcription are completed in the same testing session, the student may edit the responses as they transcribe. • If response and transcription are completed in separate testing sessions, the student must transcribe the responses verbatim. Test administrators must closely monitor student transcriptions to ensure fidelity to the original answer. To provide this accommodation, arrange for the student to bring a familiar recording device to the testing session. Students must be comfortable with using the device of their choice, and they must be familiar with the transcription process. Always arrange an individual test administration to provide this accommodation. Recording devices must be stored securely in a locked location between testing sessions. After transcription is complete, all content must be deleted from the recording device. See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription
Test may be administered in a non-school setting (NS)	In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting. This may require approval from a state official. This accommodation must follow all security requirements and be provided by school personnel who are trained test administrators. For online test administration, a designated technology coordinator must configure a school-owned laptop by installing all software necessary for online testing.
Word processor or similar keyboarding device to respond to test items (WD)	This accommodation is appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device. This accommodation is not necessary for students whose use of a specialty keyboard, adaptive mouse, or any other piece of equipment allows them to interact with the online test platform or paper test materials. Use of adaptive or specialized furniture or equipment is an <u>administrative consideration</u> that can be extended to any student. To provide this accommodation, arrange for the student to bring their device to the testing session. For a Writing test, the test administrator must confirm that any spelling or grammar checking function is turned off, that any dictionary or thesaurus features are disabled, and that the device is not connected to the internet. Student responses recorded on the device must be transcribed into the online test platform or a test booklet as soon as possible after each domain test is complete. Whenever possible, print the student's responses for transcription and then delete all content from the device. If printing is not an option, the keyboarding device must be stored securely in a locked location until transcription is complete and all content has been deleted. After transcription, securely destroy any printed original responses that have been transcribed. See Appendix C-9 and review the Scribing Protocol Video. Scribing includes transcribing as well as turning the pages as needed etc. Review Appendix C-13: Transcription

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 2022		
Select:	☐ 504 Plan ☐ SWD/EL ☐ Other: _____		
WIDA Assessment	☐ ACCESS for ELLs 2.0 ☐ Kindergarten ACCESS for ELLs ☐ Alternate ACCESS for ELLs	Check all applicable domains	☐ Reading ☐ Speaking ☐ Listening ☐ Writing
Check all that apply:	☐ Interpreter Signs Test Directions in ASL (SD) ☐ In-Person Human Reader (IR) ☐ Repeat In-Person Human Reader (RP)	☐ Scribe/Transcription (SR) ☐ Response with a Recording Device (RD) ☐ Word Processor/Keyboarding Device Response (WD)	☐ Non-School Setting (NS) ☐ Test Format (TF) ☐ Domain Exemption Request ☐ Injury-Scribe Needed
BR and LP requests:	DOE-assist requested w/order: ☐ Yes ☐ No Mail to: _____	☐ Large Print (LP) ☐ Tier A ☐ Tier B/C	☐ Braille (BR) ☐ Contracted ☐ Uncontracted
Both boxes MUST be checked for approval to be granted	☐ Mandated by IEP/504 Plan IEP/504 Plan Date: _____ ☐ 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-9: Scribe Guidance for ACCESS 2.0

Scribing is the act of recording responses on behalf of a student. This process happens during test administration, while the student is present.

Responses are scribed into the online test platform or a standard test booklet when the student receives the Scribe accommodation. With this accommodation, the student responds to test items orally, with gestures or pointing, by eye-gazing, or using an AAC device. Scribing takes place as the student dictates or produces responses, and responses are entered verbatim. All scribing must be administered individually and completed within the testing session. This includes any changes the student makes to the dictated response.

In most cases, students receiving the scribe accommodation should be receiving this service regularly in a classroom setting. In rare cases, a scribe accommodation might be an appropriate

response to a temporary disability, such as a broken arm or hand. **If a student is new to the process of scribing during a test, practice prior to testing is especially important.**

Scribes must:

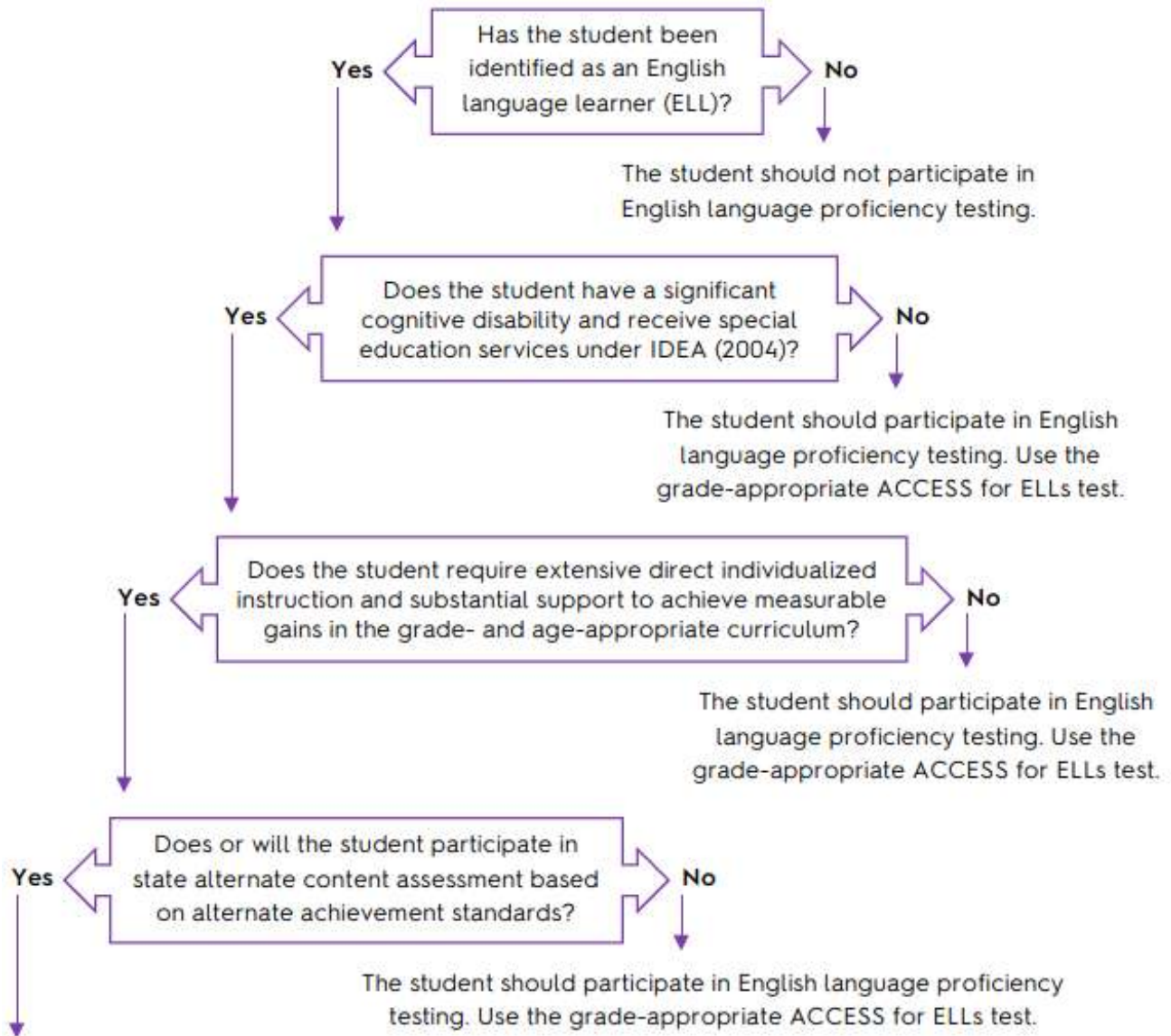
- Complete all the training required by the state or local education agency.
 - Review the [Scribing Protocol Video](#).
- Sign the [WIDA Secure Portal Non-Disclosure and User Agreement](#).
- Be proficient in the English language
- Be proficient in typing or be able to produce legible written text.

Ideally, individuals providing the scribe accommodation will have experience scribing for the student outside of the testing context and training will provide scribes the opportunity to practice and receive immediate direct feedback on their scribing practices.

- A student using a scribe must be given the same opportunities to interact with the test. At a student's request, scribes manipulate universal tools such as the notepad, line guide or color contrast setting. Scribes provide the same opportunity the student's peers have to process test items and plan responses, which may include writing outlines, plans or drafts.
- At a student's request, scribes read a dictated response and the student dictates edits. Scribes make changes exactly as dictated by the student even if a change is incorrect. Scribes must not cue the student to errors when reading the dictated response aloud.
- Students verbally instruct scribes, during or after initial dictation, to capitalize letters and include punctuation. For example, a student might say, "Capital S, she only paints with bold colors, semicolon, she does not like pastels, period." Or a student might say, "Could you red that last sentence back to me? Ok. Capitalize the first letter of the sentence and add a semicolon between 'colors' and 'she.'"

- The student must spell key words relevant to the content and non-English words the first time used. Scribes may remind students to spell these words. For example, scribes may ask, “How do you spell ‘pastels’?” or “How do you spell, nino?” Scribes continue to use the provided spelling throughout the response and do not need to ask for spelling of grade appropriate high frequency words like “the” or “and.”
- Scribes may ask students to slow down or repeat a response. Scribes should not record vocalizations such as “um” or “ahh” that accompany a spoken response.
- Scribes may ask, “Are you finished?” or “Is there anything you want to add or delete?” Scribes must not coach students, influence responses, or suggest that students review responses.
- Scribe may answer procedural questions, such as, “Do I have to fill the entire space?” Scribes must not confirm answers, prompt students to fix mistakes, or answer content questions, such as “What does the word mean?”

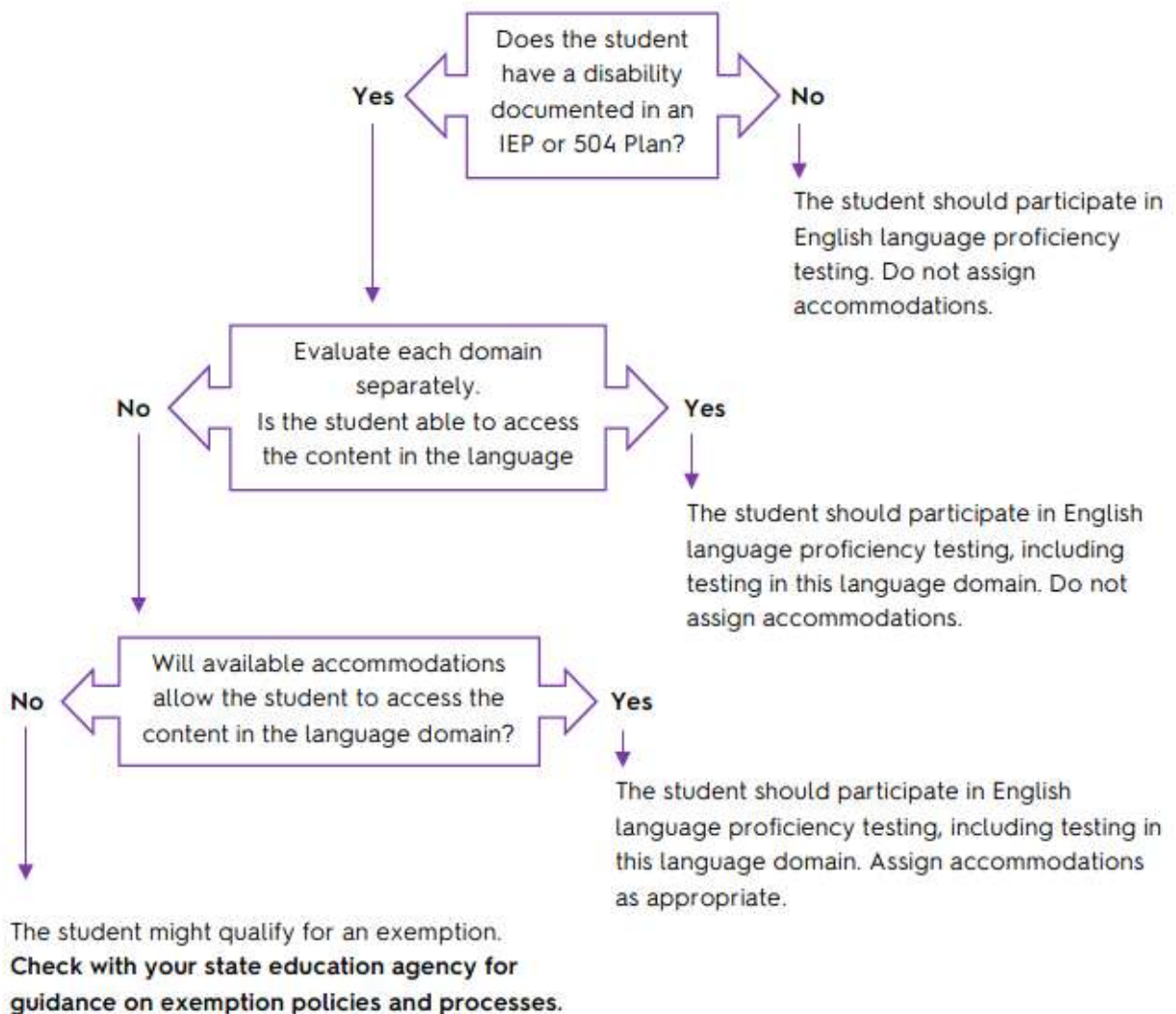
Appendix C-10: Alternate ACCESS for ELLs Participation Decision Tree



The student is eligible to participate in testing with Alternate ACCESS for ELLs.

Alternate ACCESS for ELLs is a test for students in grades 1-12. Kindergartners with significant cognitive disabilities can participate in Kindergarten ACCESS for ELLs testing.

Appendix C-11: Domain Exemption Decision Tree



Appendix C-12: Keyboard Navigation of DRC Insight

Keyboard navigation of the DRC INSIGHT test platform works with a Windows, Mac, or Linux operating system and is available for touch and mobile devices, like iPads and Chromebooks. Keyboard navigation does not allow a user to manipulate interactive test items or built-in tools.

Keystroke	Function
Enter/return	Selects Sign In button when username and password are entered.
Tab	Transfers the focus, indicated by a red box, from one button to another. Tab order: Options, Pause Test, Help, Highlighter, Magnifier, Line Guide, Next
Shift + Tab	Transfers the focus, indicated by a red box, from one button to another in the opposite direction of Tab.
Enter/return /space bar	Activates or deactivates the tool or function that is in focus.
Ctrl + Tab	Switches between multiple active windows on the screen. For example, if the color overlay window and the help window are open, use Ctrl + Tab to switch between them.
Esc	Closes the magnifier tool, help window, and options menu.
Alt + X	Selects the Exit button when the test is paused.
Arrows	Transfers the focus from one option to another within a list of choices, such as multiple-choice options, tabs within the help window, or color tools in the options menu.
Alt + P	Selects the Pause Test button.
Alt + B	Selects the Back button.
Alt + N	Selects the Next button.
Alt + O	Selects the Options button.
Ctrl + A	Selects all the text in a Writing response window.
Ctrl + X	Cuts the selected text in a Writing response window.
Ctrl + C	Copies the selected text in a Writing response window.
Ctrl + V	Pastes the previously copied or cut text at the cursor location in a Writing response window.
Ctrl + U	Underlines the selected text in a Writing response window.

Appendix C-13: Transcription

Transcribing is the act of transferring a student response from one document or format to another. This process happens during or after test administration and might be completed by a designated transcriber.

Student responses must be transcribed into the online test platform or a standard test booklet in a variety of situations, such as when a student provides responses in a non-standard format or a test booklet is soiled.

Transcribers must:

- Complete all training required by the state or local education agency
- Sign the WIDA Secure Portal Non-Disclosure and User Agreement
- Be proficient in written English
- Be able to decode the student's handwriting

Ideally, the transcriber is familiar with the student's handwriting and has experience transcribing for the student outside of the testing context. A braille transcriber must be proficient in the braille code used by the student.

- Transcribe student responses verbatim as soon as possible after testing. Print responses created on word processing devices. Devices without printing capabilities must be stored in a secure and locked location until the transcription is complete. Destroy student responses that were not written in a test booklet as well as any responses printed from a device. Ensure all test content stored on recording or word processing devices is deleted after transcription.
- WIDA recommends that two individuals are present during the transcription process. It is highly recommended that one of the individuals be a certified test coordinator. One of the individuals transcribes the student responses, and the other individual observes to confirm the accuracy of the transcription.
- Place a Pre-ID label on the transcribed booklet or place a District/School label on the transcribed booklet and complete the student demographic information in number 2 pencil. Return the booklet with the rest of your test materials.
 - Prepare any test booklet that contains student responses but should not be scored for return:
 - On the front cover, write "Transcribed. Do not score."
 - Place a Do Not Process label on the booklet.
 - Return both the transcribed booklet and the nonscorable booklet.
 - Document the security barcode of any soiled booklet in WIDA AMS. Refer to the Test Coordinator Manual for detail on this process. Securely destroy the soiled booklet.



SECTION VI: SAT

- Eligibility
- How Accommodations Work for Each Test
- Accommodations Requests
- SAT Forms
- Word-to-Word Dictionaries
- [Appendix D1 SAT College-Board Approved Accommodation Form](#)
- [Appendix D2 SAT Accommodations Descriptions](#)
- [Appendix D3 - SAT Accommodations Request Process](#)
- [College Board Consent Form for Accommodations](#)
- [College Board Student Eligibility Form](#)
- [College Board Support for Students with Temporary Physical/Medical Conditions](#)
- [College Board Accommodations Change Request](#)
- [College Board Approved Word to Word Dictionaries](#)
- [State-Allowed Accommodations Form](#)

School Day SAT

Eligibility

Can you document the disability?

Students must have documentation of their disability, such as a current psychoeducational evaluation or a report from a doctor. The type of documentation needed will depend on the disability and the accommodations being requested. Examples of disabilities include blindness and visual impairments; learning disorders; physical and medical impairments, such as cerebral palsy and diabetes; or motor impairments.

Temporary medical or physical conditions—such as a broken arm—are usually not classified as disabilities. In those cases, the SSD coordinator may submit a Request for Temporary Assistance. For guidelines, please consult our page on temporary medical conditions.

Because you may be asked for documentation when requesting accommodations, please review our guidelines on providing documentation. [Learn more about Providing Documentation.](#)

Does the Disability Affect Exam Participation?

Students may need accommodations if their disabilities result in functional limitations in the following areas:

- Reading
- Writing
- Sitting for extended periods

However, there may be some accommodations that the student uses in school that will not be needed for College Board exams. Examples:

- 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—most College Board exams are written exams.
- Students with certain psychiatric conditions, such as specific phobias, that do not affect them during test taking.

Additionally, the student must demonstrate the need for the accommodation being requested. For example, students requesting extended time should have documentation showing that they have difficulty testing under timed conditions.

Is the Accommodation Received for School Tests?

Students who request an accommodation on College Board exams usually receive that same accommodation on the tests that they take in school.

However, because College Board exams differ from classroom tests, students should consider whether the accommodations used in school are needed for the College Board tests. For example, a student who needs assistance walking in the hallways or

participating in physical education will not need that accommodation for a College Board test.

Students who receive an accommodation in school do not automatically qualify for the accommodation on College Board exams—even if they have an Individualized Education Program (IEP) or 504 plan. The request for accommodations must still be approved by College Board's Services for Students with Disabilities.

Temporary Medical Conditions

In most cases, students with temporary conditions, such as illness or injury, should reschedule their test date for a time after they have healed. Common examples include sprains, broken bones, surgery, and postsurgical recovery.

Only certain situations and circumstances will be approved for test support. Examples of students who may be eligible include:

- Injured high school seniors taking the SAT. SAT takers in other grades must reregister; to learn how, contact SSD.
- AP Exam takers whose impairment will not be resolved by the late testing dates. To order alternate exams for other temporarily impaired students, AP coordinators should go to Test Ordering Services.

Review [the Request for Temporary Assistance Form](#) to learn how to complete the form and submit a request.

In rare circumstances, a longstanding physical condition may be considered a disability (such as an injury causing extensive limitations or lasting longer than one year). In that case, assistance should be made under the regular accommodations request process.

How Accommodations Work for Each Test

These tests require SSD approval for accommodations:

- PSAT/NMSQT or PSAT 10
- SAT

These tests do not require SSD approval for accommodations:

- PSAT 8/9 (unless required by your state)

For tests that do not require SSD approval, requests for accommodations should be submitted to the school or test center that is administering the exam. Learn [How to use SSD Online](#)

Keep In Mind:

- You must get prior approval for accommodations.
- If you take a College Board exam without having prior written approval from the appropriate source (SSD, your school, or test center), then your scores may be invalidated.
- Even students with an IEP or 504 plan need to request accommodations.
- Most students who receive accommodations at school and request them from the College Board are approved, but they must still make the request.

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 on College Board at [How to Request Accommodations](#).

All requests for accommodations must be submitted on the [Student Eligibility Form](#). 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. If requests for accommodations cannot be completed online, a request for accommodations paper form can be used.

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.

Students who can use EL Supports:

- They are enrolled in an elementary or secondary school in the U.S. or U.S. territories.
- They are an English learner as defined by their state or by federal policy.
- They use the same supports in class or for other assessments.

EL students can use as many of our testing supports as they need.

FAQs for EL Test-takers

Does my school need a contract with the College Board to use EL supports?

No. Contract and non-contract schools can offer supports to EL students.

Which languages are covered by EL supports?

Translated directions are available in the following languages:

Spanish, Albanian, Arabic, Bengali, Gujarati, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu, and Vietnamese.

Our word-to-word glossaries list includes over 100 languages.

How do schools submit requests for EL students who also have disabilities?

All requests can be made via the SSD portal. EL supports should only be requested if they are above and beyond what a student is already using as part of an accommodation for disabilities. For example, if a student is already approved for 50% extended time in Reading as part of an SSD accommodation, a request for extended time for EL should not be submitted.

Do schools need parental consent?

Schools should have consent from a parent or guardian to share student information with the College Board and request EL supports for students under 18. Students over 18 can grant consent.

If a school does not have documentation of parental approval through other processes (IEP, 504 Plan, EL classification, etc.), a consent form is provided in the EL Supports tool on SSD Online. The school should maintain the form with the student's records; it does not need to be sent to the College Board.

SAT Forms

Forms on how to request accommodations or make change to existing accommodations

Title	Description
Parent Consent Form Parent Consent Form - Spanish	This form must be signed by a parent or guardian (over student over 18) before a SSD Coordinator opens a request for Accommodations online.
Student Eligibility Form	Line-by-line advice on Completing the Form
Accommodations Change Request	The paper form to make a change or update an accommodations request
Teacher Survey Form	Form used to record detailed teacher input regarding a student's needs on classroom tests. Teacher observations are often helpful in support of student accommodations requests.
Requests for Support for Students with Temporary Physical/Medical Conditions	Form used for students with temporary medical conditions, such as broken arms. Accommodations are available under limited circumstances only.

[Word-to-Word Dictionaries](#)

List of dictionaries for SAT Suite of Assessments that have been reviewed and approved by College Board.

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 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 and SCHEDULING					SETTING				
<u>EXTENDED TIME</u>									
Time and a Half (50%)		☐	☐	☐	Small group		☐	☐	☐
Double time (100%)		☐	☐	☐	One-to-one setting		☐	☐	☐
More than double time (100%)		☐	☐	☐	Preferential seating		☐	☐	☐
LIMIT-TIME TESTING/MULTIPLE DAYS		☐	☐	☐	Wheelchair accessibility		☐	☐	☐
<u>BREAKS</u>					Home/Hospital setting		☐	☐	☐
Extra breaks		☐	☐	☐	PRESENTATION				
Extended Breaks		☐	☐	☐	Prerecorded audio (MP3)		☐	☐	☐
Breaks as needed		☐	☐	☐	Signing or orally presenting instructions		☐	☐	☐
					Printed copy of verbal instructions		☐	☐	☐
READING and SEEING					Colored Overlays		☐	☐	☐
Large print test book ____pt		☐	☐	☐	PHYSICAL OR MEDICAL				
Braille with raised line drawings, contracted		☐	☐	☐	Permission for food, drink, medication		☐	☐	☐
Raised Line Drawings (tactile graphics to use with Human Reader or Prerecorded Audio)		☐	☐	☐	Permission to test blood sugar (use of cellphone needs CB expressed approval)		☐	☐	☐
Human Reader		☐	☐	☐	Epinephrine auto-injectors (EpiPens)		☐	☐	☐
ASSISTIVE TECHNOLOGY					STATE-ALLOWABLE ACCOMMS (not reportable)				
Electronic Magnifying Machine/Visual Magnification		☐	☐	☐	ASL – test content		☐	☐	☐
Text-to-Speech		☐	☐	☐	ASL – student responses		☐	☐	☐
Assistive technology-compatible test format		☐	☐	☐	Bilingual dictionaries not approved		☐	☐	☐
Speech-to-Text		☐	☐	☐	EL- Math Only			☐	
Electronic or Talking Calculator		☐	☐	☐					
RECORDING RESPONSES									
Large-Print (block) answer sheet		☐	☐	☐	ENGLISH LEARNER SUPPORTS (reportable and allowable)				
Record answers in test booklet		☐	☐	☐	Translated test directions	6	☐	☐	☐
Computer (word processor for essays only)		☐	☐	☐	Bilingual Word-to-word glossaries	7	☐	☐	☐
Scribe		☐	☐	☐	50% Extended Time	7	☐	☐	☐
Verbal Responses Dictated to Scribe		☐	☐	☐					
FOUR FUNCTION CALCULATOR									

Appendix D-2: SAT Accommodations Descriptions

2020-2021 School Year

*** Information was pulled from The SSD online site.

Page 1 of Descriptions	
COLLEGE-BOARD Reportable and Allowable	
TIMING/SCHEDULING	
Extended time	Extended time options include: - 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) 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. 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. Reading - 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. Math - 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. Writing - 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.
Time and a Half 50%	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.
Double Time 100% (More than Double 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.

Page 2 of Descriptions	
COLLEGE-BOARD Reportable and Allowable	
TIMING/SCHEDULING	
Extended Breaks	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.
Breaks as Needed	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).
Multiple Day	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: • 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 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
READING/SEEING	
Large Print	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.
Reader	• 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. Students assisted by a reader or a scribe: • 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	
Sign Language Interpreter for Oral instructions (DOE Approval Required)	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. • 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.
Braille	A Braille test book Students who test with braille test formats test with standard time and breaks unless approved for other accommodations. • 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.
Braille Graphs	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>
MP3 Audio	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. • 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

Assistive-
Technology
Compatible

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](#).

- 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.

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.

- 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.

Writer/Scribe

Student orally tells their responses to an adult scribe, and the scribe records the responses onto an answer sheet.

- Student must test in a one-to-one setting. (Each student must have their own scribe.)
- Student automatically receives time and a half 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.

Students assisted by a reader or a scribe:

- Will test with time and a half, 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).

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.

For students who are approved to write the answers in their test books:

- 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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RESPONDING

Computer	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: - Physical disabilities that impair the ability to write - Dysgraphia - Severe language-based learning disorders The use of a computer is limited as follows: - 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. - 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. Generally, a student would not need both a scribe and a computer, as the scribe is expected to record all answers, including the essay.
Braille device for written responses (Braille Writers)	Manual braille writers (for example, Perkins Braille) 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. For braille writers: - 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.
Record answers in test booklet	For students who are approved to write the answers in their test books: - 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.
Large-Block Answer Sheet	Students will mark squares with an "X" instead of filling in bubbles. May be requested on its own or with other accommodations

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SETTING

Small Group	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). 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.
Preferential Seating	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.
Home/Hospital Setting	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. 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	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. Limitations on Four-Function Calculator Use - 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. Eligibility for Four-Function Calculator Use - 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	- 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	- 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	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: Albanian, Arabic, Bengali, Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, Vietnamese
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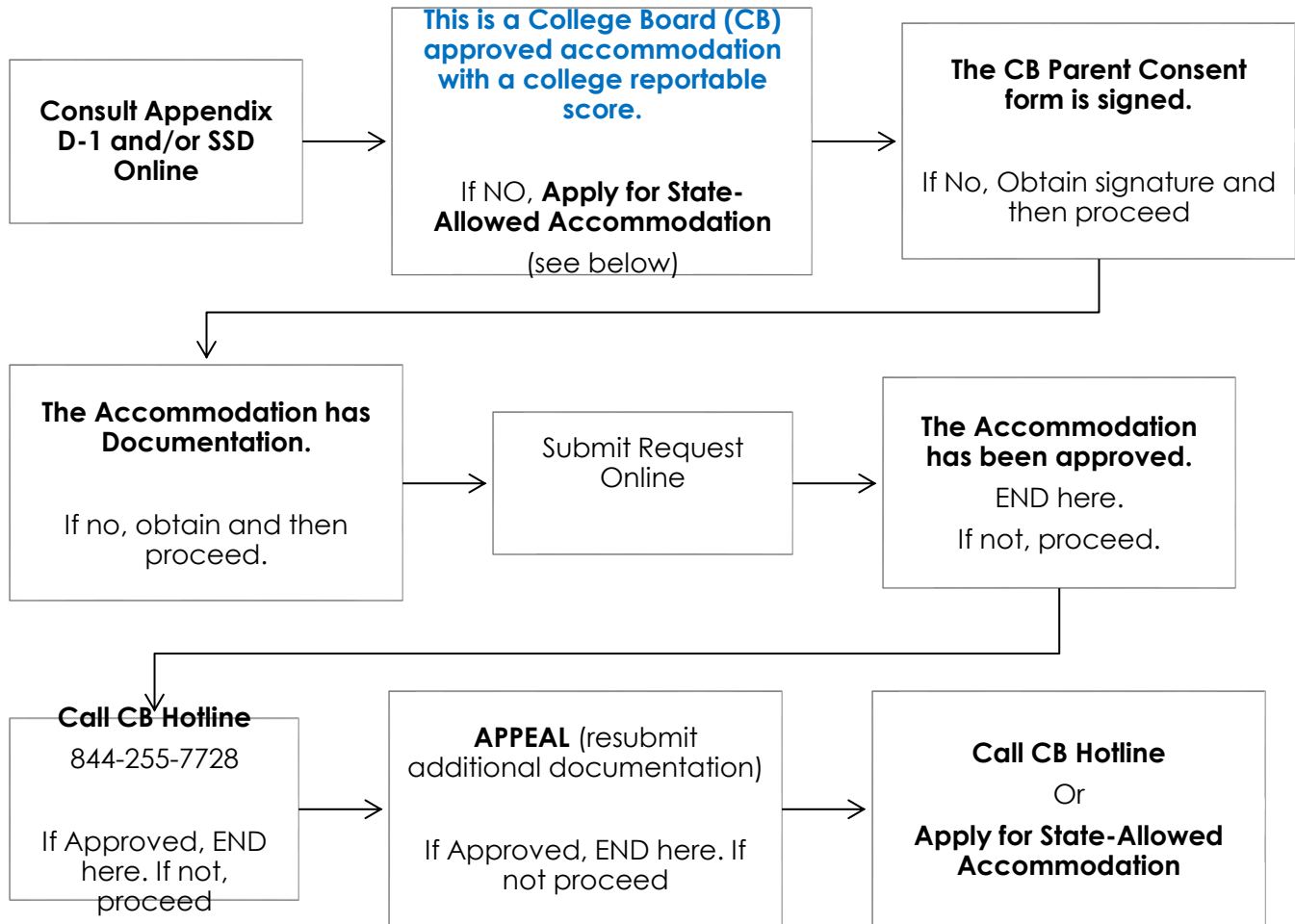
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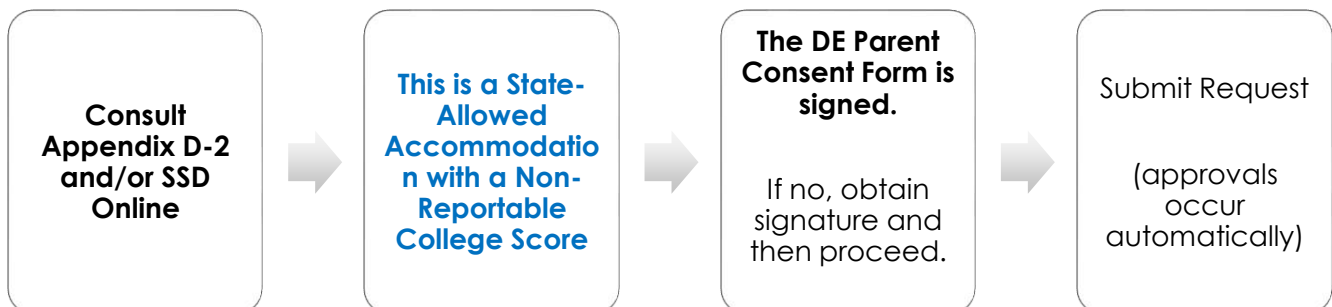
ENGLISH LEARNERS ONLY

Word-to-word glossaries	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. College Board Approved Word-to-Word Glossaries
EL Time and a Half (50%)	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). a. Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline. 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. 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. d. As with other students taking the entire test with 50% extended time, students taking the SAT with Essay will test over 2 days.

Appendix D-3 SAT Accommodations Request Process



State-Allowed Accommodations



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

11/18/2021 – Accessibility Guidelines Finalized.

12/8/2021 – Revised Appendix C-1 to replace the X with N/A to improve readability.

1/20/2022 – Minor typo corrections. Addition of Human Interpreter Native Language description to “”
Appendix A-2

- Added Checkboxes to Appendix C-1: IR-Listening, Speaking and Reading

1/26/2022 – Appendix C-1 – revised. Accommodations changed to mirror DRC Insight.

2/14/2022 – Appendix C-3 and Appendix A-3 revised to add details for Large Print and Braille ordering.

Revised Appendix C-4 to add PSAT as a checkbox option.

2/23/2022 – Appendix C-2 wording changed to update Test Format description

2/24/2022 – The row for Accommodations on Page 10 of Appendix A-2 was incorrectly labeled a Designated support. This has been fixed. In the complete guide, Appendix A-1 has Scribe for ELL or Gen Ed which has been changed to say Scribe. This will be fixed in TIDE as well.