

2019-20 Oregon Accessibility Manual



- Mathematics
- English Language Arts
- Science
- English Language Proficiency
- Extended Assessments
- Kindergarten Assessment

WITH ADDITIONAL GUIDANCE FOR NAEP



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Table of Contents

1.0 Introduction	4
2.0 Mathematics & ELA.....	9
3.0 Science	30
4.0 Extended Assessments	44
5.0 Kindergarten Assessments.....	54
6.0 ELPA.....	63
Appendix A: Guidelines for Signed Interpretation Support (Except early literacy on the KA and ELPA)	76
Appendix B: Embedded Accessibility Support Settings	81
Appendix C: Oregon’s Accessibility Panel.....	94
Appendix D: Approval Process For a New Accessibility Support	96
Appendix E: National Assessment of Educational Progress (NAEP).....	99
Change Log	107

1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, ODE is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations (cf. Table 1.1) when needed based on the constructs being measured by each assessment.

The Oregon Accessibility Manual (OAM) applies to the current school year and guides the selection and administration of universal tools, designated supports, and accommodations for Oregon's Statewide Assessment System (OSAS):

- Mathematics, English Language Arts (ELA), and Science
- Extended Assessments (i.e., Mathematics, ELA, and Science)
- Kindergarten Assessment
- English Language Proficiency Assessment

ODE has made a few important changes to the Oregon Accessibility Manual. These changes are captured in the "Change Log" section of this manual (cf. p. 107ff).

The ELA and Mathematics assessments are based on the Common Core State Standards (CCSS), adopted by the Oregon State Board of Education in 2010; similarly, our English language proficiency assessment is based on the new ELP standards adopted by the State Board in 2013 that correspond to the Common Core State Standards and Next Generation Science Standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for these assessments may be different from those that were allowed in prior years. For Oregon's Statewide Assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this OAM. Further, all accessibility supports a student receives on the Statewide Assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon Statewide Assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on Statewide Assessments, many of the same supports are typically used during instruction.

For assistance on how to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students, educators are encouraged to consult the [Council of Chief State School Officers' \(CCSSO\) Accessibility Manual](#). The process described in this manual is designed for use by general education teachers, teachers of English Learners, special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate supports during participation in Oregon's Statewide Assessments.

The specific universal tools, designated supports, and accommodations approved for Oregon's Statewide Assessments may change in the future if additional tools, supports, or accommodations

are identified for the assessment based on state experience and research findings. For the ELA and Mathematics assessments, the Smarter Balanced Consortium has established a standing committee, including representatives from member states, that reviews suggested additional universal tools, designated supports, and accommodations to determine if changes are warranted. Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval.

Furthermore, for our ELA and mathematics assessments member states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. State leads from member states of the Smarter Balanced Consortium will evaluate formal requests for unique accommodations/ designated supports and determine whether or not the request poses a threat to the measurement of the construct.

1.1 Intended Audience and Recommended Use

The OAM applies to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in OSAS. This document focuses on universal tools, designated supports, and accommodations for Oregon’s Statewide Assessment system. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during assessment. The OAM is also supported by the [Test Administration Manual](#).

Oregon’s online Statewide Assessments (i.e., Mathematics, ELA, Science, and ELPA) contain **embedded** and **non-embedded** universal tools, designated supports, and accommodations (defined in Table 1 below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon’s paper-based Extended and Kindergarten Assessments only support non-embedded resources.

Table 1.1: Definitions for Universal Tools, Designated Supports, and Accommodations

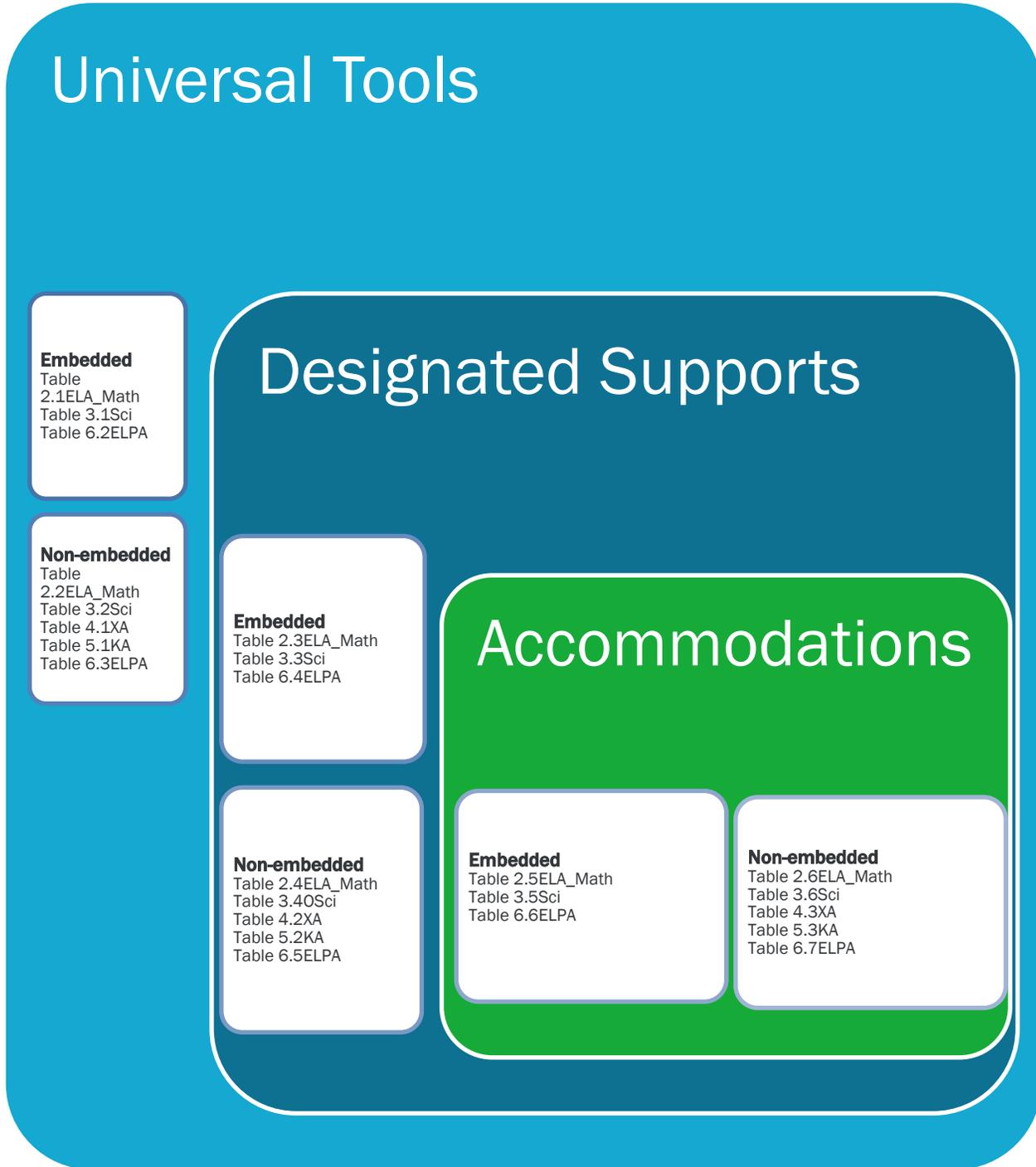
Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Statewide Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment. Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans <u>except</u> for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text and/or the scribe accommodations (if they have had sufficient experience with the use of these).

The conceptual model that serves as the basis for the OAM is shown in Figure 1 (below). This figure portrays several aspects of the assessment features: universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program (IEP) or 504 plan). It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports. **Note:** embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) of the OSAS Online System in advance of testing in order to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either enter these settings for individual students or to upload settings for multiple students.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that assessment is designed to measure. What is considered a universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, scribe). **Universal tools, designated supports, and accommodations all yield valid scores that meet the requirements of ESSA, and count as participation in Statewide Assessments when used in a manner consistent with the Oregon Accessibility Manual.** Figure 1 below illustrates the different categories of accessibility feature supported for OSAS.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual.



1.2 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's OAM. Any change away from a standard administration not listed in the OAM is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by IDEA to select for each assessment only state-approved supports, which do not invalidate the score of the assessment. Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take a Statewide Assessment with his or her peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** In those rare instances when modifications are used during administration of a Statewide Assessment, test administrators must report modifications to the district test coordinator to ensure that the test record is coded appropriately with the 4-digit code (beginning with T) in Student Centered Staging before validation of the report card data.

A modified assessment will be invalidated even if it was modified in error.

- [Memorandum No. 001-2006-07](#) provides additional criteria that may affect decisions about Accommodations and Modifications
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

1.3 Oregon Accessibility Manual Reading Requirements

Section 1.5 *Training Requirements* of the current Test Administration Manual states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the Oregon Accessibility Manual (OAM). ODE has identified role-specific reading requirements for the OAM as illustrated in the table below.

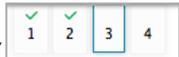
Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – F
School Test Coordinator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – E
Test Administrator	<ul style="list-style-type: none"> • Introduction • Accessibility Supports depending on the specific assessments that the TA will administer • Appendices A, C – E • Appendices B and F depending on the specific assessments that the TA will administer

2.0 MATHEMATICS & ELA

Table 2.1: Embedded Universal Tools

Accessibility Supports for Mathematics and ELA Assessments	
Universal Tool	Description
Breaks (Pausing the test)	The number of items per session can be flexibly defined based on the student’s need. Note: for the CAT, if the student’s test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student’s test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See <i>Section 5.1 Testing Time and Recommended Order of Administration</i> of the Test Administration Manual for guidance on estimated testing times for online assessments.
Calculator (for calculator-allowed Math items only, Grades 6-8 and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for those specific items for which the OSAS Item Specifications indicated that it would be appropriate; these items include a calculator icon in the upper right corner of the screen. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator).
Digital notepad	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 performance task 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 Thesaurus (for ELA performance task full writes)	An English thesaurus 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.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.

Accessibility Supports for Mathematics and ELA Assessments	
Universal Tool	Description
Global notes (for ELA performance 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	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.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
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. Note: students must still answer each item before moving on to the next.
Math tools (for Math items)	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only for those specific items for which the <i>OSAS Item Specifications</i> indicate that one or more of these tools would be appropriate; these items include an icon noting the available tool(s) in the upper right corner of the screen.
Mouse Pointer (Size and Color)	The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Paginated Item Groups	<p>Allows students to navigate between items in an item group by selecting a page for individual viewing.</p> <p>Navigation buttons () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.</p>
Response Recovery	Enables a student to recover every saved (or auto-saved) draft. All drafts are ordered from most recent to oldest and grouped by sitting during the same testing session (each time the student logged in and tested)

Accessibility Supports for Mathematics and ELA Assessments	
Universal Tool	Description
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 OSAS Item Specifications indicate that spell check is appropriate. Spell check is bundled with other embedded writing tools for all ELA performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a ELA performance task.
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.
Writing tools (for ELA performance task full writes)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
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 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> 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. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student’s default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 2.3 ELA_Math: Embedded Designated Supports]).

Table 2.2: Non-embedded Universal Tools

Accessibility Supports for Mathematics & ELA Assessments	
Universal Tool	Description
Auditory amplification devices, hearing aids.	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 may require 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.
Breaks	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 may 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.
English Thesaurus (for ELA full writes, which are the second part of the performance task)	A thesaurus contains synonyms of terms while a student interacts with text included in the ELA assessment. A full write is the second part of the performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Mathematics & ELA Assessments	
Universal Tool	Description
Scratch paper	<p>Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. For math, graph paper is required beginning in sixth grade and can be used on all math assessments. Any support items that students use to identify critical information or record notes are allowed (e.g., marker, pen, pencil). A whiteboard with 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.</p> <p>CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p>Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices 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, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p> <p>Security Requirement: to maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. See <i>Section 2.4</i> of the Test Administration Manual.</p>

Table 2.3: Embedded Designated Supports

Accessibility Supports for Mathematics & ELA Assessments		
Designated Support	Description	Recommendations for Use
Color choices	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Glossary (Translated) (for Math items)	Translated and illustration glossaries are a language support. The translated and illustration glossaries are provided for selected construct-irrelevant terms for math and appear on the computer screen when students with the language and/or illustration glossary setting enabled click on the term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who have limited English language skills (whether or not designated as English Learners [ELs] or ELs with disabilities) can use the translation glossary for specific items. If a student elects to use the audio icon, please ensure s/he uses headphones or is in a secluded space so as not to compromise the test. Illustration glossaries for specific items are available for students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) and deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.

Accessibility Supports for Mathematics & ELA Assessments		
Designated Support	Description	Recommendations for Use
Print on request	<p>Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student’s needs.</p> <p>Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual.</p>	<p>Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.</p>
Print size	<p>To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test.</p>	<p>For students with visual impairments.</p>
Streamlined Interface Mode	<p>This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p>	<p>This designated support may benefit a small number of students who have specific learning and/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.</p>

Accessibility Supports for Mathematics & ELA Assessments

Designated Support	Description	Recommendations for Use
<p>Text-to-speech (for Math CAT and PT stimuli and items, ELA PT stimuli and items, and ELA CAT items only)</p> <p>Note: For ELA CAT reading stimuli, see Table 2.5 SB: Embedded Accommodations</p> <p>*Available options: Math CAT and PT: items; stimuli; or items and stimuli</p> <p>ELA PT: items; stimuli; or items and stimuli</p> <p>ELA CAT: items</p>	<p>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. And, if appropriate for the student, a “Tracking” feature can be enabled in TA interface which highlights words as they are being read aloud by TTS. English text-to-speech is also available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.</p> <p>*All or portions of the approved content may be read aloud via embedded text-to-speech technology.</p>	<p>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. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>*Note: The embedded designated support of text-to-speech is not available for Smarter ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4 ELA_Math).</p>
<p>Presentation (stacked Spanish/English Translation)</p>	<p>Stacked translations are a language support that provides the full translation of each Math stimulus and item above the original English. Graphic Interface items that include text that is not embedded into a graphic will continue to be translated into Spanish only.</p> <p>For students using this support for the Math Performance Task, who have been identified as needing a hard copy of the stimulus, the embedded designated support “Print on Request” is available.</p>	<p>For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (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.</p>
<p>Turn off any universal tools</p>	<p>Disabling any universal tools that might be distracting or that a student does not need to use or is unable to use. Note: universal tools may only be disabled via the TA interface, not through TIDE.</p>	<p>Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student.</p>

Table 2.4: Non-embedded Designated Supports

Accessibility Supports for Mathematics & ELA Assessments		
Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support that may be provided for the full write portion of an ELA performance task. Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student’s home language, but does not provide a definition. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color overlays	Color transparencies are placed over printed test materials.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student’s needs.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. (See Table 2.6 ELA_Math: Non-Embedded Accommodations for a description of the Alternate Response Option accommodation). 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 Choices designated support, and/or the Mouse Pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.

Accessibility Supports for Mathematics & ELA Assessments

Designated Support	Description	Recommendations for Use
Medical supports	<p>Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone, and should only support the student during testing for medical reasons.</p>	<p>Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.</p> <p>Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.</p>
Noise buffers (district or school provided)	<p>Ear mufflers, white noise, and/or other equipment used to block external sounds.</p>	<p>Student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.</p>

Accessibility Supports for Mathematics & ELA Assessments		
Designated Support	Description	Recommendations for Use
<p>Read Aloud (for Math CAT and PT stimuli and items, ELA PT stimuli and items, and ELA CAT items only)</p> <p>Note: For ELA CAT reading stimuli, see Table 2.6 SB: Embedded Accommodations</p> <p>*Available options: Math CAT and PT: All of the content may be read aloud.</p> <p>ELA PT: All of the content may be read aloud, including the stimuli (reading sources) on the left side of the screen.</p> <p>ELA CAT: Only the items may be read aloud. The reading passages shown on the left side of the screen CANNOT be read.</p>	<p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for our ELA and Mathematics assessments.</p> <p>* All or portions of the approved content may be read aloud.</p>	<p>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.</p>

Accessibility Supports for Mathematics & ELA Assessments

Designated Support	Description	Recommendations for Use
<p>Read aloud in Spanish (for Math)</p>	<p>Spanish text is read aloud to the student by a trained and qualified human reader who follows the Read Aloud Guidelines for our ELA and Mathematics assessments. All or portions of the Math assessment may be read aloud.</p>	<p>Students receiving the Translation (stacked Spanish/English) designated support and who are struggling readers may need assistance accessing the Math 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.</p>
<p>Scribe (for all items except ELA performance task full write. See Table 2.6 ELA_Math: Non-embedded Accommodations for ELA performance task full write)</p>	<p>Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for our ELA and Mathematics assessments.</p>	<p>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.</p>
<p>Separate setting</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items, student needs the use of a calming device or support (as recommended by educators and/or specialists).</p>	<p>The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.</p>

Accessibility Supports for Mathematics & ELA Assessments		
Designated Support	Description	Recommendations for Use
Simplified Test Directions	The test administrator reads the simplified or paraphrased test directions as found in the respective <i>Student Directions for (content area)</i> sections of the Oregon Test Administration Manual (TAM).	Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated test directions	Translation of test directions is a language support available prior to beginning the actual test. Students can receive test directions in another language. A Spanish translation of the test directions is included in the Test Administration Manual . PDF files of directions translated in each of the languages currently supported (Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik) are available for download on the OSAS portal . Translated test directions can be read to the student by a bilingual adult.	Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. A biliterate adult can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.

Table 2.5: Embedded Accommodations

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
<p>American Sign Language (ASL)</p> <p>(for ELA Listening stimuli and Math) (A223)</p>	<p>Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.</p>	<p>Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</p>
<p>Audio Transcript (ELA Listening Passages) (A231)</p> <p>(Should ONLY be turned on for students who will also be using Closed Captioning.)</p>	<p>Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items.</p>	<p>Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use Braille may have access to this support. This and the Closed Captioning accommodations must be assigned in TIDE in order to activate this support in the test delivery system. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Turning Audio Transcript on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.</p>

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
Braille (A218)	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math. Braille Files available in paper form:</p> <p>ELA</p> <ul style="list-style-type: none"> • EBAE* Contracted • EBAE Uncontracted • UEB Contracted • UEB Uncontracted <p>Mathematics</p> <ul style="list-style-type: none"> • EBAE Contracted with Nemeth math • EBAE Uncontracted with Nemeth math • UEB Contracted with Nemeth math • UEB Uncontracted with Nemeth math <p>The type of Braille presented to the student (contracted or uncontracted) is set in TIDE.</p>	<p>Students with visual impairments may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable Braille technology and math Braille codes, refreshable Braille is available only for ELA or Literary questions within the Math assessment. For Math and Science, Braille files will be provided in paper form via an embosser; embosser produced Braille files 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 TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> <p>*With the move to UEB, 2019-20 will be the last year EBAE will be supported for all statewide assessments.</p>
Closed captioning (for ELA listening stimuli) (A224)	<p>Printed text that appears on the computer screen as audio materials are presented.</p>	<p>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</p>

Accessibility Supports for Mathematics & ELA Assessments

Accommodation	Description	Recommendations for Use
Text-to-speech (for ELA reading stimuli) (A225)	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. And, if appropriate for the student, a “Tracking” feature can be enabled in TA interface which highlights words as they are being read aloud by TTS.	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. <i>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</i>

Table 2.6: Non-embedded Accommodations

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
100s Number Table (grade 4-8 and 11 math items) (A604)	A paper-based table listing numbers from 1–100 available under OSAS Resources (“Other”) in the OSAS portal .	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus (A601)	This tool may be used in place of scratch paper for students who typically use an 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 options (A302) (Requires “Permissive Mode” to be enabled via TIDE)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Calculator (A602) (for calculator-allowed items only, Grades 6-8 and 11)	A non-embedded calculator for students needing a special calculator, such as a Braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students with visual impairments 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.
Multiplication Table (grade 4 and above math items) (A603)	A paper-based single digit (1-9) multiplication table is available on the OSAS portal .	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Read aloud (for ELA reading passages: See Table 2.4 ELA Math: Non-Embedded Designated Supports for ELA items and Math) (A227)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for our ELA and Mathematics assessments. All or portions of the approved content may be read aloud. Refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student.	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. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
<p>Scribe</p> <p>Scribe (for ELA performance task full write; See Table 2.4 ELA_Math: Non-Embedded Designated Supports for math and non-writing other ELA items) (A303)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for our ELA and Mathematics assessments.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>
<p>Signed interpretation (A228)</p>	<p>Text is signed to the student by a qualified signed test interpreter using the sign modality that is most familiar to the student following the administration guidelines provided in Appendix B: Guidelines for Signed Interpretation Support. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support—to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.</p> <p>The verbatim student directions are located in the Test Administration Manual.</p>	<p>Signed interpretation is available as an accommodation for students whose need is documented in an IEP or 504 plan (cf. Appendix B: Guidelines for Signed Interpretation Support). The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.</p>

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
Speech-to-text (STT) (A311)	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.	<p>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. And, for many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p>Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p style="text-align: center;">Setting Up STT</p> <ul style="list-style-type: none"> • Install STT program (for instance, Dragon) on the computer that the student will use for the test. • “Enable” the Permissive Mode in TIDE • Before the TA opens the secure browser, the STT program needs to be engaged • Open the Secure Browser and have the student login and begin the test. <p>AIR does not officially support any particular speech-to-text software or perform quality</p>

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
		control testing to ensure compatibility between the secure browser, test content, and particular speech-to-text software options. Using speech-to-text software requires that the test be administered in permissive mode (set in TIDE) to enable the speech-to-text software to run while the secure browser is open. Consistent with the guidance in the Oregon Accessibility Manual, districts should ensure that whatever software is used during test administration is consistent with the software students' use during instruction. To ensure compatibility before test administration begins, AIR and ODE recommend trying the speech-to-text software with the secure browser using the practice test. Because AIR does not formally support SST software, districts should also note that AIR's ability to troubleshoot compatibility issues is limited.
Transfer Student Response (A317)	Transfer Student Response is used to move the student's written words from a device that uses Speech-to-Text and/or Word Prediction software to a device that is running the OSAS Secure Browser when that system is not currently supported.	This accommodation is only for students who use Speech-to-Text and/or Word Prediction as a part of their regular daily instruction and assessment and do not qualify for the Scribe support. Many students use Speech-to-Text and/or Word Prediction in their regular daily instruction but do not use Scribe in their regular daily instruction. TAs can use this support to transfer a student's independently-generated text into the OSAS secure browser.

Accessibility Supports for Mathematics & ELA Assessments		
Accommodation	Description	Recommendations for Use
Word Prediction (A313)	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

3.0 SCIENCE

Table 3.1: Embedded Universal Tools

Accessibility Supports for Science Assessment	
Universal Tool	Description
Calculators	An embedded on-screen digital calculator can be accessed when students click on the calculator button in the upper right corner of the screen. Students at grade 5 are allowed to use a four-function calculator. Scientific calculators are recommended for use at grade 8 and high school. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use a handheld calculator they are familiar with and use on a regular basis or the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator) (see Table 3.2 Science Non-embedded Universal Tools).
Digital notepad	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.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	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.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next.
Mouse Pointer (Size and Color)	To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Periodic Table	All students in grade 8 and high school are able to access the onscreen Periodic Table.
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.

Accessibility Supports for Science Assessment	
Universal Tool	Description
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 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> 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. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student’s default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 3.3 Sci: Embedded Designated Supports].)

Table 3.2: Non-embedded Universal Tools

Accessibility Supports for Science Assessment	
Universal Tool	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Auditory amplification devices, hearing aids, external speakers, noise buffers	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 may require 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.
Breaks	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.
Calculators	<p>Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>Security Requirements:</p> <ul style="list-style-type: none"> • Calculators with keyboards and/or communication functionality are NOT allowed. • Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface. • Calculators used during testing should be those used during instruction so they are familiar to the students. • Talking calculators may be used by students who need them, so long as the following conditions are satisfied: <ul style="list-style-type: none"> ○ The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment. ○ Prior to testing, the TA must ensure that the calculator settings comply with the accessibility guidelines for reading math symbols and numerals aloud posted on the accessibility web page (Guidelines for Read Aloud, Test Reader for OSAS Assessments).
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these on a printed stimulus or item with a color.
Instruction clock with numbers (for Science)	A tool for students to identify the amount of time in minutes between numbers on a clock face. This tool is used primarily for elementary grade students who are still learning how to read an analog clock.
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed.

Accessibility Supports for Science Assessment	
Universal Tool	Description
Periodic Table (for Science)	All students in grade 8 and high school may only use the ODE-provided periodic table or the on-screen periodic table (See Table 3.1: Sci Embedded Universal Tools).
Posters	A tool offering students encouragement or inspiration without any specific content related to the Science content standards, for example: <ul style="list-style-type: none"> • “Believe in Yourself” • “Set your dreams high”
Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items.
Rulers	A tool used to measure length. The ruler can have both metric and English standard units on it.
Scratch paper	Scratch paper (any color and blank) to make notes, write computations, or record responses may be made available. A whiteboard with marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. Security Requirement: to maintain security, scratch paper must be collected, inventoried, and either securely stored (Science) or destroyed at the end of each test session. See <i>Section 2.4</i> of the Test Administration Manual .
Student directions	Only the ODE-provided student directions are allowed during the Science Assessment. They should be made available to students at any grade in printed form, if requested. Note: This is in addition to the verbal directions included in the Test Administration Manual which must be read aloud to students verbatim.

Table 3.3: Embedded Designated Supports

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Color choices	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.	Students with attention difficulties, visual impairments or other print disabilities, (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Masking helps students to focus their attention on a specific part of a test item.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Print on request	Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual .	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.
Print size	To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test .	For students with visual impairments.
Streamlined Interface Mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This designated support may benefit a small number of students who have specific learning and/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.

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Suppress score	Suppress a student’s score from immediately displaying on his or her screen after the student submits a test.	A student’s score may be suppressed if the staff members who provide services for the student think that displaying the score will be upsetting.
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. And, if appropriate for the student, a “Tracking” feature can be enabled in TA interface which highlights words as they are being read aloud by TTS.	For Science only: Text-to-speech is also available in Spanish for students with the Translation (Spanish/English) designated support. Note: the Spanish text-to-speech requires installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide . 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. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Presentation(Spanish/ English Translation)	Administration of all non-English versions of the Statewide Assessment must be implemented in accordance with designated supports guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference the Test Administration Manual .	For students whose primary language is Spanish 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.

Table 3.4: Non-embedded Designated Supports

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over printed test materials.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.
Human-based read aloud	Science items/stimuli and response choices are read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines .	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Students with reading-related disabilities, or students who are blind and do not yet have adequate Braille skills may also need this support. 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.
Interpret directions orally	Test directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Student directions are provided in both English and Spanish in the Test Administration Manual .	
Medical device	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone or smart watch, and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Point to or dictate multiple-choice responses to a test administrator	A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELs may respond in English or language of origin.	Test administrators and others supporting a student’s test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator. For students taking our Science assessment through the Braille Interface, test administrators may assist with navigation and answer entry for students who are still acquiring computer skills.
Scribe	Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for our Science assessment.	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.
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (TA) when student requires it.

Accessibility Supports for Science Assessment

Designated Support	Description	Recommendations for Use
Simplified Test Directions	The test administrator reads the simplified or paraphrased test directions as found in the Oregon Test Administration Manual (TAM).	Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses	A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.	
Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response.	A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students.

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Student retells stimulus to test administrator or educational assistant in his or her own words before responding to the multiple-choice items	Students may retell a story or test item to a trained staff member.	When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. An alternate test setting will be necessary to implement this designated support so retell is not disruptive to other students. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. Caution: Because this designated support can lead to an invalid test based on a test administrator's unintended interaction with the student on an assessment item, consider having the student practice retelling the story to a recorder or inanimate object (toy, stuffed animal, etc).
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture)	A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.	If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Transcribe symbols or numerals	The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.	The entire formula or statement should be duplicated so that the context remains intact.
Use of projection devices		This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.
Use of sensory supports or interventions to allow students to attend to task	Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here.	Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.

Accessibility Supports for Science Assessment		
Designated Support	Description	Recommendations for Use
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
Written translations of oral directions	Students may be provided with a written version or translation, including Braille of the student directions. English and Spanish translations of the student directions are available in the Test Administration Manual . ODE-provided student directions for each subject can be found on the OSAS portal . The Braille version of the directions can be acquired through OTMC (Oregon Textbook and Media Center).	

Table 3.5: Embedded Accommodations

Accessibility Supports for Science Assessment		
Accommodation	Description	Recommendations for Use
Braille (A218)	<p>The Science assessment is available to students who use Braille.</p> <p>Braille Files available in paper form: Science</p> <ul style="list-style-type: none"> • UEB Contracted with Nemeth math <p>These students have access to the adaptive engine and will receive the same number of test opportunities as general education students. Prior to administering the assessment through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering the Science assessment through the Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the Braille Interface receive training on all supporting Braille equipment and receive an opportunity to access the Practice Tests available on the OSAS portal prior to taking the test.</p>	<p>For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to current Test Administration Manual.</p>

Table 3.6: Non-embedded Accommodations

Accessibility Supports for Science Assessment		
Accommodation	Description	Recommendations for Use
<p>Alternate response options (A302)</p> <p>(Requires “Permissive Mode” to be enabled via TIDE)</p>	<p>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</p> <p>Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology).</p>	<p>Technology assisted writing is an accommodation if the following features are disengaged:</p> <ul style="list-style-type: none"> • Formatting • Grammar check • Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p>
<p>Signed interpretation (A102) (A228)</p>	<p>Directions that are not linked to a specific item, items, stimuli, and response choices may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student, with the exception of mathematics signs and symbols. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items.</p> <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p>	<p>NOTES:</p> <ol style="list-style-type: none"> (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2) Any information in the body of an item is considered part of that item and may not be signed as directions.** <p>While access to these online assessments 48-hours in advance is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support to ensure the reliable and valid provision of this accommodation for students on IEPs in the assessment environment.</p> <p>The verbatim student directions are located in the Test Administration Manual.</p> <p>**This note is not applicable to Oregon’s Extended Assessment.</p>

4.0 EXTENDED ASSESSMENTS

Table 4.1: Non-embedded Universal Tools

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments	
Universal Tool	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Auditory amplification devices, hearing aids, noise buffers	These tools may be used to support students who are deaf or hard of hearing or for students whose focus or attention is enhanced by these kinds of auditory support(s).
Breaks	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.
Calculators	<p>Calculators are allowed for all students in all grades at all times on the ORExt. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators). Calculators used during testing should be those used during instruction so they are familiar to the students.</p> <p>Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.</p> <p>Calculators cannot be shared between students during testing. Each student will need to use their own calculator.</p> <p>Talking calculators may be used by students who need them, so long as the following conditions are satisfied:</p> <p>The QA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.</p> <p>Prior to testing, the QA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the Test Administration Resources web page.</p>
ELA Writing Item Consumables	Downloadable paper/pencil version of the ORExt ELA writing items. Any student taking the ORExt via electronic platform has the option to utilize the ELA writing item consumables. Consumables must be securely shredded immediately following scoring and data entry for the testing event.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Universal Tool	Description
Manipulatives	<p>Manipulatives should be made available to all students at all grades, if requested.</p> <ul style="list-style-type: none"> ○ Algebra tiles ○ Balance, including “Hands-on-Math Algebra” balance ○ Base-ten blocks ○ Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten ○ Colored chips, including positive and negative chips ○ Color tiles ○ Cubes ○ Cuisenaire rods ○ Dice ○ Dominoes or checkers ○ Dot paper (square or hex) ○ Egg cartons of various sizes ○ Fraction strips or fraction pieces ○ Geoboard and rubber bands ○ Geometric shapes – 2D and 3D ○ Interlocking cubes ○ Legos ○ Marbles or colored cubes and containers ○ Measuring cups and spoons with marks and text ○ Pattern blocks ○ Patty paper (small square sheets) ○ Play money ○ Playing cards or numbered cards ○ Scissors ○ Spinners ○ Stopwatch ○ String ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets <p>Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students.</p> <p>Manipulatives are available to help students think, not to give them answers.</p> <p>Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</p> <p>Manipulatives must be available in the test environment where students may get them if they choose to use them.</p> <p>Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text).</p> <p>Students are not to work with manipulatives in concert with other students.</p> <p>Students are not to be coached as to which manipulatives to use.</p>

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Universal Tool	Description
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed on the ORExt.
Markers	A tool to limit distractions.
Posters	A tool offering students encouragement or inspiration without any specific relation to content standards. For example: <ul style="list-style-type: none"> ○ “Believe in Yourself” ○ “Set your dreams high”
Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items.
Rulers	A tool used to measure length. The ruler may display both metric and English standard units.
Scratch paper	Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards.
Tablet administration functions	<p>The tablet administration includes several embedded tools that all students who participate in this manner can access, including:</p> <ul style="list-style-type: none"> ○ Sizing/resizing screen ○ Setting volume and audio pace ○ Repeating the audio ○ Resetting items in order to change an answer selection ○ Scrolling to other items opened during the same test session to change an answer selection ○ Writing/erasing using the keyboard, touchscreen, or writing stylus <p>There are also a myriad of possibilities of using Augmentative or Alternative Communication Devices (AACD) and/or other assistive technology devices (AT) with the ORExt tablet administration. Provided that these AACD and/or AT devices are familiar to the student, used in the classroom for instruction, and do not violate the construct being measured, they are acceptable for use on the ORExt tablet administration (see Designated Support section below for further information).</p>
Thermometers with numbers on scale	A tool used to measure temperature. The thermometer may display both Fahrenheit and Celsius scales.

Table 4.2: Non-embedded Designated Supports

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments		
Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over printed test materials.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.
Enlarged print	A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Designated Support	Description	Recommendations for Use
Human-based read-aloud.	<p>QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety.</p> <p>Read aloud designated support must be provided individually and typically requires a separate setting.</p>	<p>QAs must be sensitive to the student’s needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request.</p> <p>QAs must:</p> <ul style="list-style-type: none"> ○ avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices ○ use even pace and tone when reading so that the student does not receive any clues from the reader ○ read test items or prompts, text, and answer choices exactly as written ○ not clarify, elaborate, or provide assistance to students ○ not answer questions about specific test items and/or answer choices
Interpret directions orally	<p>For all assessments that do not have a side-by-side version, such as the ORExt, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.</p> <p>Translations must be conducted by a person whom the district has determined is qualified to administer such translation.</p>	<p>A bilingual test administrator who is trained and endorsed by a district in Spanish or the students’ language of origin should provide any language translation support.</p>
Masking	<p>Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.</p>	<p>Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.</p>

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Designated Support	Description	Recommendations for Use
Medical device	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 testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Point to or dictate multiple-choice responses to a test administrator	A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a writing instrument, keyboard, or mouse to input those responses exactly as indicated by the student.	ELs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills.
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.

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Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Designated Support	Description	Recommendations for Use
Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology)	<p>Technology assisted writing is a designated support if the following features are disengaged:</p> <ul style="list-style-type: none"> ○ Formatting ○ Grammar check ○ Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p>	
Student reads test aloud or sub-vocalizes text to listener or self	A student who sub-vocalizes (reads aloud to him/herself), uses a think-aloud strategy, or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student’s self-talk or sub-vocalization is not disruptive to other students.	A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student’s part.
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture)	A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant.	When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student’s IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Designated Support	Description	Recommendations for Use
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.	
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here.	Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it.	This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
Written translations of oral directions	In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille.	

Table 4.3: Non-embedded Accommodations

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments		
Accommodation	Description	Recommendations for Use
100s Number Table (grade 4-8 and 11 math items) (A604)	A paper-based table listing numbers from 1–100 available under OSAS Resources (“Other”) in the OSAS portal .	<p>Students may use the 100s table in solving any math problem appearing on the Oregon Extended Assessment. Students must have received instruction related to appropriate use of a 100s table prior to test administration, as no directions regarding how to use the table should be provided to the student. To use the 100s table, QAs are to follow the directions/suggestions below:</p> <ol style="list-style-type: none"> 1. Place the 100s table to the side of the actual student materials. 2. Tell the student: “This table displays numbers from 1 to 100” without pointing to any of the specific numbers. You may use this table to help you solve problems.” 3. If the 100s table is a distraction or creates problems with the test administration, please remove it.
Braille (A221)	A raised-dot code that individuals read with the fingertips. Contracted and uncontracted Braille versions of the ORExt are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form on the Statewide Alternate (Extended) Assessment webpage). In addition, students are allowed to use a Braille, or any appropriate expressive communication system, to generate responses as needed.	
Alternate response options (A302)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	

Accessibility Supports for Extended Mathematics, ELA, and Science Assessments

Accommodation	Description	Recommendations for Use
Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228)	<p>This accommodation is for paper-pencil based assessments only that are proctored by a QA. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Cf. Appendix B: Guidelines for Signed Interpretation Support</p>	<p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p>
Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220)	<p>For the ORExt, the QA is typically expected to point to answer choices. Student responses can be generated in whatever student expressive communication modality is used in the classroom.</p>	

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5.0 KINDERGARTEN ASSESSMENTS

Table 5.1: Non-embedded Universal Tools

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Auditory amplification devices, hearing aids, noise buffers	
Breaks	Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Markers/guides to limit distractions	
Marker, pen, and pencil	
Transparent sheets (clear or tinted)	A tool intended to protect test materials or to improve focus.

Table 5.2: Non-embedded Designated Supports

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Administer at a time of day most beneficial to the student	A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.	
Medical device	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 testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Simplify language in directions	If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.	
Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.	

Accessibility Supports for Kindergarten Assessment

Designated Support	Description	Recommendations for Use
Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode		
Support physical position of student	This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture.	
Test an individual student in a separate location	Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in Statewide Assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.	
Test administrator may write symbols and/or numerals exactly as they appear in the assessment.	This support allows the test administrator to enlarge the symbols and/or numerals and make them visually accessible for the student. The entire formula or statement should be duplicated so that the context remains intact.	
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Use of sensory supports or interventions to allow students to attend to task	<p>As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.</p>	
Visual magnification devices	<p>A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.</p>	

Accessibility Supports for Kindergarten Assessment

Designated Support	Description	Recommendations for Use
<p>Written translation of the directions in a student's language of origin in advance of test administration.</p>	<p>A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>	

Table 5.3: Non-embedded Accommodation

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Access tests using uncontracted or contracted embossed Braille format (A221)		
For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)	The test administrator may lay out number cards to assist when identifying the student’s answer selection with an eye gaze or pointing attempt by the student.	
For mathematics, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A220)	The test administrator may lay out number cards to assist when identifying the student’s answer selection with an eye gaze or pointing attempt by the student.	

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Interpret directions orally (A103)	For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.	
Make a verbatim audio recording of tests in Spanish or other language of origin (A205)	<p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated assessments. Early Literacy: When using audio recordings of Spanish-English bilingual tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin, should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>	

Accessibility Supports for Kindergarten Assessment		
Accommodation	Description	Recommendations for Use
Sign directions (A102)	<p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed. Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for Math, Reading, and Science assessments are located in Appendix B of the Test Administration Manual on the Test Administration webpage, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>Cf. Guidelines for Signed Interpretation Support</p>	
Sign Early Math items/stimuli and response choices—with the exception of mathematics signs and symbols—to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.203. (A219)	<p>Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>	

Accessibility Supports for Kindergarten Assessment

Accommodation	Description	Recommendations for Use
<p>Students may sign responses to Early Literacy and Early Math to a qualified sign language interpreter(s) who is serving as test administrator (A310)</p>	<p>Students may sign their responses to a qualified sign language interpreter.</p>	<p>Use the Early Literacy (i.e., Letter Sounds) sample items to determine if the letter sounds vocalized by the student are differentiated; that is, it is clear to the test administrator the student is able to vocalize different letter sounds (versus one sound for all letter sounds of the sample items). The letter sounds the student vocalizes may differ from the typical pronunciation.</p>

Table 6.1 Technology Skills Needed for ELPA Access

Prior to testing, school staff should ensure that students have the computer skills necessary to take the ELPA. The following table describes the technology skills students will need to access ELPA.

Grade	Listening	Reading	Writing	Speaking
K-3	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
4-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/ keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation. Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse/keyboard navigation

Students without the necessary computer skills to participate in ELPA may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA.

Note that all supports and accommodations listed below apply to both the ELPA summative and the ELPA screener.

Table 6.2 ELPA: Embedded Universal Tools

Accessibility Supports for ELPA	
Universal Tool	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones, or is tested one-on-one in a secure location where the external speakers can be used for additional volume control.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank audio support is available for the following: <ul style="list-style-type: none"> • Speaking – most tasks have audio support for most (but not all) components; • Listening – all tasks have audio support for all components; all tasks can be replayed as often as the student needs; • Writing – all tasks have audio support for all components except for inline editing tasks; and • Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	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.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	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.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line Reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
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 60 minutes. However, if a segment is permeable (i.e., you can go back to it), then mark for review persists during the same test session.
Mouse Pointer (Size and Color)	To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
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.

Accessibility Supports for ELPA	
Universal Tool	Description
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
Zoom	<p>A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. 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. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> <p><i>Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support (see Table 6.3 Embedded Designated Supports).</i></p>

Table 6.3 ELPA: Non-embedded Universal Tools

Accessibility Supports for ELPA	
Universal Tool	Description
Auditory amplification devices, hearing aids.	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 may require 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.
Breaks	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.
Scratch paper for items in any ELPA domain	The student uses scratch paper or individual erasable white boards to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test session, or kept securely as outlined in <i>Section 2.4</i> of the Test Administration Manual , to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, and pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper. Test administrators must ensure that all the notes taken on an assistive technology device are deleted after the test.
Technological Assistance with test navigation	<p>Students in Kindergarten through 12th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording). Students in grades 2-12 are expected to have the ability to “hunt and peck” on a keyboard in order to create their own writing constructed responses. A Test Administrator is not allowed to have the student handwrite responses and expect the Test Administrator to type them into the writing space. For students who are incapable of typing their own response, see the “Scribe” non-embedded accommodation.</p> <p>The Test Administrator is allowed to assist only with the technology as indicated by the student, and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.</p>

Table 6.4 ELPA: Embedded Designated Supports

Accessibility Supports for ELPA		
Designated Support	Description	Recommendations for Use
Color Choices	Enable students to adjust screen background and 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.	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student’s needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. Students with print disabilities (including learning disabilities) or visual impairments may also need this feature.
Print on Request	Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student’s needs. Students may use pencils/pens/highlighters to mark up the printed test materials. All printed test materials must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events.	Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment.
Print size	To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

Accessibility Supports for ELPA		
Designated Support	Description	Recommendations for Use
Turn off any universal tools	This feature allows disabling any universal tool that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Having evidence of which specific tools may be distracting is important for determining which tools to turn off.

Table 6.5 ELPA: Non-embedded Designated Supports

Accessibility Supports for ELPA		
Designated Support	Description	Recommendations for Use
Assistive mouse usage for audio and playback.	While the Test Administration Manual outlines universal assistance a test administrator may provide for any student due to technology skill issues, this designated support is for students who may be unable to specifically request keyboard/mouse manipulation in order to participate in the assessment. In this support, the test administrator initiates the clicking of all audio icons for the listening items and the clicking of the start, stop, record, and/or playback keys for the student on the test items.	Test Administrators can initiate these functions for students who have difficulties with speech, motor skills, or behavior.
Color overlay	The student is able to overlay a semitransparent color onto test content.	This designated feature only works with black text on white background.
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform.
Medical device	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 testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffer	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items).	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., headphones, mufflers).
Preferred language translation of directions	Translation of general test directions (not item prompts, passages stimuli, or questions) is provided in Spanish in the Test Administration Manual. Local translation of the general test directions into other languages of origin is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed	Students can request translation of directions.

Accessibility Supports for ELPA

Designated Support	Description	Recommendations for Use
	<p>by a test administrator who is fluent in the language. These translations must be administered by a bilingual test administrator who is trained and endorsed by the district in the students' languages of origin.</p> <p>Item-level <i>instructions</i> can be also be translated by a district-endorsed bilingual Test Administrator who is fluent in the language of origin. No item prompts, stimuli, questions, or other secure material may be translated. These language-specific translations of the instructions can be provided to a student as long as the environment is secure and the translation will not provide a distraction for the other test takers in the testing session.</p>	
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it.
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a secure one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud.

Table 6.6 ELPA: Embedded Accommodations

Accessibility Supports for ELPA		
Accommodation	Description	Recommendations for Use
ELPA Domain Exemptions (A229)	Exclusion of an ELPA domain may only be set for qualifying individual students whose IEPs reflect the specific exemption and will require the district to mark this as a restricted resource for that student in the OSAS Test Information Distribution Engine (TIDE) prior to test administration.	See Test Administration Manual for guidance on determining which students may benefit from this accommodation.

Unless otherwise noted, all accommodations listed in this section are valid for both the ELPA summative and the ELPA screener.

Note for ELPA Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of an effective 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must record and store evidence used to select accommodations, along with other screener documentation, in the student’s permanent file. Information on accommodations and accessibility supports is given in this document and the Test Administration Manual found on ODE’s [Test Administration page](#).

Table 6.7 ELPA: Non-embedded Accommodations

Accessibility Supports for ELPA		
Accommodation	Description	Recommendations for Use
<p>Alternate Response Option (A302)</p> <p>(Requires “Permissive Mode” to be enabled via TIDE)</p>	<p>The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.</p>	<p>Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.</p>
<p>Braille (A221)</p> <p>(Requires an “ELPA Braille Order Form”)</p>	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted Braille (English Braille, American Edition, and Unified English Braille) are available.</p>	<p>Students who are blind or have low vision may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
<p>Scribe (A312)</p>	<p>The student dictates her/his responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe. (ELPA Scribe Guidelines can be found under the General Accessibility Resources section of the Test Administration Resources webpage).</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes 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 accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p>
<p>Speech-to-text (A311)</p> <p>(Requires “Permissive Mode” to be enabled via TIDE)</p>	<p>The student uses an assistive technology device to dictate responses or give commands during the test.</p>	<p>Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

Accessibility Supports for ELPA

Accommodation	Description	Recommendations for Use
<p>Answer choices on notecards (A232)</p>	<p>A Test Administrator may write answer choices on note cards. The notecards would be placed in the same order as presented on the student's screen. The student would select their answer choice from the note cards.</p> <p>Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session.</p>	<p>Students may not be able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items.</p> <p>This accommodation is only to be used in a testing environment where no secure printer is available for Print on Request and is allowed in the Listening, Reading, and Writing domains.</p> <p>For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A, B, C, D cards for the multiple-choice options. The Test Administrator would display a card with a single letter written on it. They would then state the name of the letter option. This process would be repeated for all answer choices. The student would then select the card with the letter pertaining to their desired answer choice.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.</p>

DTCS, STCS,
Administering TAs

Accessibility Supports for ELPA

Accommodation	Description	Recommendations for Use
<p>Word prediction Software (A316)</p>	<p>The student uses a standalone device with word prediction software that provides a bank of words onscreen as a result of the student entering the first few letters of a word. The student's exact responses must be entered into the computer-based testing platform by a test administrator.</p>	<p>Students who have documented motor or orthopedic impairments, moderate to severe learning disabilities that prevent them from recalling, processing or expressing written language, may need word prediction software.</p> <p>This accommodation is only to be used if there is a documented accommodation allowing the student the use of word prediction software for classroom instruction and/or use in their alternate content assessments.</p> <p>The word prediction software may not be integrated with the internet. The word prediction software must not provide prompting for spell checking, grammar checking, or predicting of phrases. Automatic correction must be disabled.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students may need this designated feature. Educators should follow security procedures when administering this feature.</p>

APPENDICES

Appendix A: Guidelines for Signed Interpretation Support (Except early literacy on the KA and ELPA)

Signed interpretation of Oregon’s Statewide Assessments is an approved support for all content areas except Early Literacy (KA) and the ELPA. In addition to the respective support tables, the following are the Oregon Department of Education’s policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon’s Statewide Assessments.

When providing sign language interpretation as a support for a student taking an Oregon Statewide Assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the Kindergarten Early Literacy and ELPA assessments. Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

Per the support tables above, a qualified signed test interpreter may interpret **student directions** for all of Oregon’s Statewide Assessments. The verbatim student directions for the OSAS Assessments are located in the following sections of the Oregon Test Administration Manual: Section 7: Administering ELA and Mathematics, Section 8: Administering Science, and Section 9: Administering ELPA. The student directions for the Kindergarten Assessment and the Extended Assessments are embedded directly in the assessment materials.

Sign Language interpretation of the Kindergarten Early Literacy and ELPA assessments (other than the student directions) is not allowed and is considered a modification—consistent with the prohibition on providing a read-aloud for a hearing student on these assessments.

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below).
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow “[Oregon Math Read-Aloud Guidelines and Examples](#)”.
- Review Math and Science terminology (see “Resources” below).
- Use the relevant ELA, Math, Science, Social Science, ORExt, or Kindergarten Assessment sample questions to practice interpreting test items in the subject area they will be interpreting (see “Resources” below).

Qualifications of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
 - Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
 - Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TESTThe Test Interpreter:

- Will not have access to actual test items prior to the administration of the ELA, Mathematics, or Science online assessments. However, sign language interpreters should review content standards for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Will have access to Oregon’s Extended Assessment and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the [read-aloud guidelines](#), which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time. Complete guidance on the math read-aloud support is available on the [Test Administration Resources](#) webpage.
- **Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.**

The Test Administrator:

- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm--a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom--using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (See “Rationale” below).
- The interpreter is to follow “[Oregon Math Read-Aloud Guidelines and Examples](#).”

- For those assessments administered orally (Extended Assessment, Kindergarten Assessment):
 - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
 - The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student's line of sight.
- **The interpreter is not allowed to...**
 - Use signs that invalidate the intent of the question (cf. training videos on the [BRT \(UO\) Online Training](#) website).
 - Give any nonverbal response to affirm or negate a student response to test items.
 - Interpret if s/he does not understand the word or test item--this could skew the interpretation. However, they can pause the student's test and ask for clarification from the test administrator (see below).
 - Prompt the student in any way that would influence her or his response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**
Signs that are commonly used in sign language are allowable in the signed interpretation of Statewide Assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.
- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.**
For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word "fission." It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of "splitting apart" might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the

testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**
 - If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:
 - *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.
 - If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
 - *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Resources

[Test Administration Manual](#)

[Accessibility Manual](#)

[Practice Tests](#)

OAR 581-015-2035: Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
 - (b) "CT" means Certificate of Transliteration issued by RID.
 - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
 - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
 - (e) "NIC" means the National Interpreter Certification by RID.
 - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
 - (g) "RID" means Registry of Interpreters for the Deaf Inc.
 - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
 - (i) "Student" means a student with a hearing impairment who is:
 - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
 - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
 - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
 - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041
 Stats. Implemented: ORS 185.110, 185.225
 Hist.: ODE 11-2008, f.

Appendix B: Embedded Accessibility Support Settings

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Universal Tools Editable in the TA Interface Only				
English Dictionary	ELA PT: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	Used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the Smarter ELA Performance Tasks only.
English Thesaurus	ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported 		TA Interface Only State DTC DLU STC TA TT	An embedded tool that that is available for ELA Performance Tasks.
Expandable Items and Stimuli	All tests: <ul style="list-style-type: none"> On Off ELPA (for Expandable Items): <ul style="list-style-type: none"> Always On 		TA Interface Only State DTC DLU STC TA TT	Allows student to expand the item and passage sections. This tool appears next to the stimulus context menu.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Global Notes	ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available 		TA Interface Only State DTC DLU STC TA TT	Allows students to use an on-screen notepad to enter notes that persist until the test has been submitted.
Highlighter	Mathematics, ELA & Science: <ul style="list-style-type: none"> On Off ELPA: <ul style="list-style-type: none"> Always on 		TA Interface Only State DTC DLU STC TA TT	Allows students to select the text on the screen and then select Highlight Selection from the context menu.
Line Reader	All Tests: <ul style="list-style-type: none"> On Off 	Table 3.3 Sci (p. 34) Table 6.4 ELPA (p. 67)	TA Interface State DTC DLU STC TA	Allows student to raise and lower the tool for each line of text on the screen. This tool is not available while the Highlighter tool is in use.
Mark for Review	All tests: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Always available 		TA Interface Only State DTC DLU STC TA TT	Allows student to mark a question for review, from the context menu.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Mouse Pointer	<p>All tests:</p> <ul style="list-style-type: none"> • System Default • Large Black • Extra Large Black • Large Green • Extra Large Green • Large Red • Extra Large Red • Large White • Extra Large White • Large Yellow • Extra Large Yellow 		TA Interface Only State DTC DLU STC TA TT	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.
Paginated Item Groups	<p>ELA, Math CAT & Science:</p> <ul style="list-style-type: none"> • On • Off <p>Math PT:</p> <ul style="list-style-type: none"> • Not supported <p>ELPA:</p> <ul style="list-style-type: none"> • Always on 		TA Interface Only State DTC DLU STC TA TT	<p>Allows students to navigate between items in an item group by selecting a page for individual viewing.</p> <p>Navigation buttons</p>  <p>() for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.</p>
Response Recovery	<p>Mathematics, ELA, & ELPA:</p> <ul style="list-style-type: none"> • On • Off <p>All other tests:</p> <ul style="list-style-type: none"> • Not supported 		TA Interface Only State DTC DLU STC TA TT	Allows students to view and restore responses they previously entered for an open-response question during the same testing session.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Strikethrough	<p>All tests:</p> <ul style="list-style-type: none"> On Off 		TA Interface Only State DTC DLU STC TA TT	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words.
Embedded Designated Supports				
Color Choices	<p>Math & ELA:</p> <ul style="list-style-type: none"> Black on White Black on Rose Medium Gray on Light Gray Yellow on Blue Reverse Contrast <p>Science:</p> <ul style="list-style-type: none"> Black on White Black on Blue Black on Rose Black on Yellow Medium Gray on Light Gray Yellow on Blue <p>ELPA:</p> <ul style="list-style-type: none"> Black on White Black on Blue Black on Cream Black on Pink Yellow on Blue Reverse Contrast 	<p>Table 2.3 ELA_Math (p. 14)</p> <p>Table 3.3 Sci (p. 34)</p> <p>Table 6.4 ELPA (p. 67)</p>	TIDE & TA Interface State DTC DLU STC TA	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.

<p>Glossary</p>	<p>ELA:</p> <ul style="list-style-type: none"> • English Glossary (<i>universal tool</i>) • No Glossary <p>Math:</p> <ul style="list-style-type: none"> • English Glossary (<i>universal tool</i>) • Arabic & English Glossary • Arabic Glossary • Burmese Glossary • Burmese & English Glossary • Cantonese & English Glossary • Cantonese Glossary • Filipino & English Glossary • Filipino Glossary • Hmong & English Glossary • Hmong Glossary • Illustration & English Glossary • Illustration Glossary • Korean & English Glossary • Korean Glossary • Mandarin & English Glossary • Mandarin Glossary • Punjabi & English Glossary • Punjabi Glossary • Russian & English Glossary • Russian Glossary • Somali & English Glossary • Somali Glossary • Spanish & English Glossary • Spanish Glossary • Ukrainian & English Glossary • Ukrainian Glossary • Vietnamese & English Glossary • Vietnamese Glossary 	<p>Table 2.1 ELA_Math (p. 9)</p> <p>Table 2.3 ELA_Math (p. 14)</p>	<p>ELA & Math CAT - TIDE & TA Interface</p> <p>ELA & Math PT - TIDE Only</p> <p>State DTC DLU STC TA</p>	<p>Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language.</p> <p>Language options for Glossaries vary by assessment. Not all options listed are available for all tests.</p> <p>Math Performance Task foreign language glossaries must be set in TIDE prior to the student opening the test.</p>
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Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
	<ul style="list-style-type: none">No Glossary <p>All other tests:</p> <ul style="list-style-type: none"><i>Not supported</i>			

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Masking	All Tests: <ul style="list-style-type: none"> On Off 	Table 2.3 ELA_Math (p. 14) Table 3.3 ELA_Math (p.34) Table 6.4 ELPA (p. 67)	TIDE & TA Interface State DTC DLU STC TA	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.
Presentation <i>Must be assigned to the student prior to the start of testing</i>	Math*: <ul style="list-style-type: none"> English Spanish (designated support) Braille (Accommodation) ELA*: <ul style="list-style-type: none"> English Braille (Accommodation) Science: <ul style="list-style-type: none"> English Spanish (designated support) Braille (Accommodation) ELPA: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 2.3 ELA_Math (p. 14) Table 2.5 ELA_Math (p. 23) Table 3.3 Sci (p. 34) Table 3.5 Sci (p. 42)	Science ELA & Math CAT – TIDE & TA Interface ELA & Math PT – TIDE Only State DTC DLU STC TA	The presentation in which the student is taking the test in. <ul style="list-style-type: none"> Spanish translation is available for Mathematics, Science. Braille is available for Science, as well as ELA and Mathematics. Upon selecting Braille for a student’s test, settings for Emboss Request Type and Braille Type are automatically displayed. Presentation must be set in TIDE for ELA and Mathematics Performance Tasks prior to the student logging in to the test.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Print on Request	<p>Math & ELA:</p> <ul style="list-style-type: none"> Off Items Stimuli Stimuli & Items <p>Science:</p> <ul style="list-style-type: none"> Off Stimuli & Items <p>ELPA:</p> <ul style="list-style-type: none"> Off Items Stimuli Stimuli & Items 	<p>Table 2.3 ELA_Math (p. 15)</p> <p>Table 3.3 Sci (p. 34)</p> <p>Table 6.4 ELPA (p. 67)</p>	<p>TIDE & TA Interface</p> <p>State DTC DLU STC TA</p>	<p>This accessibility support permits students to request printouts of test content.</p> <p>None – Students cannot request printing of any test stimuli or questions.</p> <p>Stimuli – Students can request printing of any stimuli).</p> <p>Items – Students can request printing of any questions (including answer options).</p> <p>Stimuli and Items – Students can request printing of any test stimuli and questions (including answer options).</p> <p>Print on Request may be changed in the TA interface for all tests.</p> <p>When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described the Test Administration Manual.</p>
Print Size	<p>All Tests:</p> <ul style="list-style-type: none"> Default/No Zoom = 1X Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X 	<p>Table 2.3 ELA_Math (p. 15)</p> <p>Table 3.3 Sci (p. 34)</p> <p>Table 6.4 ELPA (p.67)</p>	<p>TIDE & TA Interface</p> <p>State DTC DLU STC TA</p>	<p>The selected print size becomes the default for all text content in that student’s test. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual test pages.</p> <p><i>Note: The default print size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default print size of 14 point.</i></p> <p><i>Zoom settings persist across test pages.</i></p>

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Streamlined Interface Mode <i>Streamlined interface mode must be assigned to the student prior to the start of testing</i>	Math & ELA: <ul style="list-style-type: none"> Off On Science: <ul style="list-style-type: none"> Off On ELPA: <ul style="list-style-type: none"> Not supported 	Table 2.5 ELA_Math (p. 23) Table 3.5 Sci (p. 42)	TIDE Only State DTC DLU STC TA	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.
Suppress Score	Science: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 3.3 Sci (p. 35)	TIDE & TA Interface State DTC DLU STC TA	

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Embedded Accommodations Editable ONLY in TIDE unless otherwise specified.				
Accommodations Flag (Number of Accommodations)	All Tests: <ul style="list-style-type: none"> None One or more 		TIDE Only State DTC DLU STC TA	All accommodations must be turned on in TIDE prior to the start of the test. This tool records the use of any embedded or non-embedded accommodation during testing as prescribed in the IEP or 504 plan.
American Sign Language <i>ASL must be assigned to the student prior to the start of testing</i>	Math & ELA: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 ELA_Math (p. 23)	Math PT – TIDE Only State DTC DLU STC TA	Allows students to view a video with a signed translation of the passage or question. Available for ELA listening questions and Mathematics tests.
Audio Transcript	ELA (Listening Stimuli): <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported 	Table 2.5 ELA_Math (p. 23)	ELA listening passages – TIDE Only State DTC DLU STC TA	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for ELA listening passages.

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Braille Type	<p>ELA:</p> <ul style="list-style-type: none"> • Not Applicable • EBAE* Contracted • EBAE Uncontracted • UEB Contracted • UEB Uncontracted <p>Math:</p> <ul style="list-style-type: none"> • EBAE Contracted with Nemeth math • EBAE Uncontracted with Nemeth math • UEB Contracted with Nemeth math • UEB Uncontracted with Nemeth math • Not Applicable <p>Science:</p> <ul style="list-style-type: none"> • UEB Contracted with Nemeth math • Not Applicable <p>ELPA:</p> <ul style="list-style-type: none"> • <i>Not supported</i> 		<p>TA Interface Only</p> <p>State DTC DLU STC TA</p>	<p>Only available when Presentation is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser.</p> <p>*With the move to UEB, 2019-20 will be the last year EBAE will be supported for all statewide assessments.</p>
Closed Captioning	<p>ELA CAT:</p> <ul style="list-style-type: none"> • Off • On <p>All other tests</p> <ul style="list-style-type: none"> • <i>Not supported</i> 	Table 2.5 ELA_Math (p. 24)	<p>TIDE Only</p> <p>State DTC DLU STC TA</p>	<p>Enables closed captions for audio in ELA tests only.</p> <p><i>Must be set in TIDE.</i></p>
Emboss	<p>Math, ELA &Science:</p> <ul style="list-style-type: none"> • None • Stimuli & Items <p>ELPA:</p> <ul style="list-style-type: none"> • <i>Not supported</i> 		<p>TA Interface Only</p> <p>State DTC DLU STC TA</p>	<p>Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.</p>

Test Settings	Options <i>Bold is the Default</i>	References	Editability	Notes
Emboss Request Type	Math, Science: <ul style="list-style-type: none"> Auto-request ELA: <ul style="list-style-type: none"> On-Request Auto-request ELPA: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC STC TA	Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test. <i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i>
ELPA Domain Exemptions <i>ELPA domain exemptions must be assigned to the student prior to the start of testing</i>	ELPA: <ul style="list-style-type: none"> No Exemptions Listening Reading Speaking Writing All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 	Table 6.6 ELPA (p. 71)	TIDE Only State DTC DLU	Some students may be exempted from specified ELPA domains based on their IEP. A student may not be exempt from all four domains.
Mute System Volume <i>Only available when Presentation is set to Braille</i>	Math & ELA: <ul style="list-style-type: none"> Off: Read Items and Stimuli Aloud (Accommodation) On: Read Items Only Aloud (designated support) All other tests: <ul style="list-style-type: none"> <i>Not supported</i> 		TA Interface Only State DTC DLU STC TA	<i>This feature is only available on ELA and Math Braille tests.</i> Allows screen reader software to read aloud either items or items and stimuli to students using approved screen readers on Braille tests.
Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations)	All tests: <ul style="list-style-type: none"> Off On 	Table 2.6 ELA_Math (p. 26) Table 3.6 Sci (p. 43) Table 6.7 ELPA (p. 72)	TIDE Only State DTC DLU STC TA	Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.

Appendix C: Oregon’s Accessibility Panel

Oregon’s Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations submitted by the field for students taking the Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon’s assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the Panel’s recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days). The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Accessibility Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service

Panel members are eligible to continue in the role of Accessibility Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under “Membership Eligibility” above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Learners, in Statewide Assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not affect the validity of a student’s assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication constitute potential conflicts to effective membership.

Skill Sets

Twelve skill sets form a critical foundation for the decisions made by this Panel. Panel members must collectively maintain these skill sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill sets with individuals possessing the same set of skills

Oregon Accessibility Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Learner (EL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

Appendix D: Approval Process For a New Accessibility Support

New universal tools, designated supports, and accommodations approved for Oregon’s Statewide Assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review (cf. “Recommendation for Accessibility Support” form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, OSAS guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics Statewide Assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations. State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct (cf. Appendix E: Approval Process for New Accessibility Supports). Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state approved temporary accommodations as part of the annual Consortium accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

For the Science, Extended, Kindergarten, and ELPA Statewide Assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To suggest a new accessibility support for the Accessibility Panel to consider, fill out the form on the following page in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form, please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded from the [Assessment Accessibility Supports](#) webpage.

Recommendation for Accessibility Support

Date Submitted:	
Name:	School District:
Phone:	Email:
<ul style="list-style-type: none"> • Recommended Accessibility Support (include grade level of student(s): • Embedded?: <input type="checkbox"/> Non-Embedded?: <input type="checkbox"/> Both?: <input type="checkbox"/> 	
<input type="checkbox"/> Oregon Statewide Assessments	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
<input type="checkbox"/> Extended Assessments	<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science
<input type="checkbox"/> Kindergarten Assessments	<input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning
<input type="checkbox"/> English Language Proficiency Assessments (ELPA)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking
Description of recommended accessibility support:	
How will students use the support in assessment (describe for each student):	
Please describe or attach to this form a sample of student work using this support.	

Provide a rationale (including research) for recommending this accessibility support:

Identify any factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request to: Dan Farley at dan.farley@state.or.us ; Fax 503-378-5156; or mail to: Dan Farley, Director of Assessment, Office of Teaching, Learning, and Assessment; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310.

Appendix E: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

During the 2019-2020 school year, NAEP will conduct national long-term trend mathematics and reading assessments. Since the 1970s, NAEP has administered the long-term trend assessments to age-based rather than grade-based samples of students in three different testing windows during the school year. NAEP will assess students selected by the National Center for Education Statistics (NCES) to represent students throughout the nation in the following windows:

- Age 13: Test administration window October 14–December 20, 2019
- Age 9: Test administration window January 6–March 13, 2020
- Age 17: Test administration window March 16–May 22, 2020.

Each selected student will take a paper and pencil assessment in either mathematics or reading. The results from NAEP are published as The Nation's Report Card. For 2019-2020, NAEP will report student performance for the nation on the long-term trend assessments. NAEP does not provide results for individual students, schools, or districts in Oregon.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP long-term trend assessments. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English language learner will access NAEP. If an accommodation or universal design element that a student regularly receives for classroom or state assessments is not listed, please check with Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836 to see if the universal design element or accommodation can be provided on NAEP.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students. The second section includes NAEP accommodations for students with disabilities, while the third section lists NAEP accommodations for English language learners.

1. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Directions explained / clarified	Mathematics Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Marks / writes directly in test book	Mathematics Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Scratch paper	Mathematics Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

2. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS Accommodations for Students with Disabilities

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Braille version of the test	Mathematics Reading	<p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Student can use a scribe to record answers (select Scribe accommodation). • Student can use a Braille output device provided by the school.
Breaks during testing	Mathematics Reading	<p>Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day.</p>
Cueing to stay on task	Mathematics Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics Reading	<p>A qualified sign language interpreter provided by the school signs the instructions included in the session script.</p>
Extended time	Mathematics Reading	<p>Student is given up to three times the allotted time to complete the assessment.</p> <p><i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i></p>
Familiar person present or administers the test	Mathematics Reading	<p>School staff member familiar to the student must be present during the assessment or administer the test.</p>
Large print version of the test	Mathematics Reading	<p>NAEP provides large-print booklets to visually impaired students.</p> <p><i>NOTE: Assessment booklets enlarged by 129 percent.</i></p>

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Magnification equipment	Mathematics Reading	Lens or system provided by the school that enhances visual function. <i>NOTE: Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</i>
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Examples of allowed other accommodations: read aloud to self, use of a whisper phone, snack or gum during testing, fidget device. You must contact Beth LaDuca , NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator
Presentation in sign language	Mathematics	A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Read aloud in English - directions only	Mathematics Reading	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. <i>NOTE: Some students' IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.</i>
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.
Response in sign language	Mathematics Reading	Student signs responses to a scribe provided by the school who records the responses in the student’s booklet. Please also select Scribe accommodation.
Scribe	Mathematics Reading	Scribe provided by the school. Student responds orally or by pointing to answers to a scribe who records the student’s responses in the booklet.
Small group	Mathematics Reading	Group includes no more than five students. <i>NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student’s accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i>
Special equipment	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Use computer/ tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • Cutout, masking, color overlays, line reader, or place marker

3. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS Accommodations for English Language Learners

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definitions in any language	Mathematics	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word dictionary”, “word-to-word translation dictionary,” or a “bilingual word list.”

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Breaks during testing	Mathematics Reading	Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Extended time	Mathematics Reading	<p>Student is given up to three times the allotted time to complete the assessment.</p> <p><i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i></p>
Familiar person present or administers the test	Mathematics Reading	School staff member familiar to the student must be present during the assessment or administer the test.
General directions only read aloud in Spanish	Mathematics Reading	The general session script instructions are read aloud in Spanish. Session script is the same for all students.
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Examples of allowed other accommodations: read aloud to self, use of a whisper phone, snack or gum during testing, fidget device. You must contact Beth LaDuca , NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Read aloud in English - directions only	Mathematics Reading	<p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <p><i>NOTE: Some students' education plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this in an education plan but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.</i></p>
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.
Small group	Mathematics Reading	<p>Group includes no more than five students.</p> <p><i>NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i></p>
Spanish / English version of the test	Mathematics	<p>Spanish/English version of the booklet. One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language.</p> <p><i>NOTE: Spanish / English version of the test is not allowed for age 17 students.</i></p>
Special equipment	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Test items read aloud in Spanish	Mathematics	Students may request to have words, phrases, or sentences read aloud in Spanish. <i>NOTE: This requires the student to use a bilingual Spanish/English assessment booklet (see Spanish/English Version of the Test). Test items read aloud in Spanish is not allowed for age 17 students.</i>
Use computer/tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. • Cutout, masking, color overlays, line reader, or place marker

Change Log

Date	Description	Page(s)
2/7/18	<ul style="list-style-type: none"> Table 2.5 (Audio Transcript): Added "(Should ONLY be turned on for students who will also be using Closed Captioning. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items. Turning it on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.)" 	p. 23
3/20/18	<ul style="list-style-type: none"> Table 2.6 (STT): Added more detailed guidance for setting up this non-embedded support. 	p.27-29
4/19/18	<ul style="list-style-type: none"> Table 5.2: Deleted administration of Spanish-English Bilingual version of Early Math items. 	p. 55
4/19/18	<ul style="list-style-type: none"> Table 5.2: Updated table to include guidance around bilingual assessors. 	p. 58
4/19/18	<ul style="list-style-type: none"> Table 5.3: Updated accommodation to include language of origin, including, but not limited to Spanish (A205). 	p. 60
4/25/18	<ul style="list-style-type: none"> Added following exception to Accommodation description in the table: "...except for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these)." 	p. 6
4/30/18	<ul style="list-style-type: none"> Table For Science: Removed 'when the student moves on to the next segment or' 	p. 30
4/30/18	<ul style="list-style-type: none"> For Science: Removed 'Braille Transcription Guide' 	p. 30
	<ul style="list-style-type: none"> For Science: Removed 'Calendar for Science' 	p. 30
4/30/18	<ul style="list-style-type: none"> For Science: Removed 'Markers -A tool to limit distractions' 	p. 30
4/30/18	<ul style="list-style-type: none"> For Science: Removed 'Stopwatch (for Science)' 	p. 31
4/30/18	<ul style="list-style-type: none"> For Science: Removed 'Thermometers with numbers on scale (for Science)' 	p. 31
4/30/18	<ul style="list-style-type: none"> For Science: Removed 'Item Type Exclusion' 	p. 32
7/2/18	<ul style="list-style-type: none"> Updated Appendix E: NAEP support tables 	p. 99ff
7/10/18	<ul style="list-style-type: none"> New link to updated Read Aloud Protocol. Updates include: 1) Removed "numbers greater than 99, however, should be read as individual numbers" and updated the examples that follow for this removal. 2) Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer. 3) Updated reference links. 	p. 20, 21, 26
7/10/18	<ul style="list-style-type: none"> New link to updated Scribing Protocol. Update includes: 1) From the section guiding scribing for selected responses, removed "Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written." 	p. 20, 21, 72
7/10/18	<ul style="list-style-type: none"> Table 2.2: Updated description of Scratch Paper support: .."including the use of digital graph paper" and "familiar to the student and/or" and removed "and acceptable to the member". 	p. 13
7/10/18	<ul style="list-style-type: none"> Added policy for non-embedded designated support, Medical Device to all applicable assessments. 	p. 36, 49, 55, 69

Date	Description	Page(s)
7/10/18	<ul style="list-style-type: none"> Table 2.5: Updated Braille support description: Added the UEB codes that will be available for embedded braille in the 18-19 school year. 	p. 24
7/10/18	<ul style="list-style-type: none"> Table 2.5: Streamlined Interface Mode (A230) is no longer an embedded Accommodation but is now an embedded Designated Support. 	p. 23, 38
7/10/18	<ul style="list-style-type: none"> Table 2.6: Updated description of Abacus support: ..."including students" and "or with documented processing impairments". 	p. 26
7/10/18	<ul style="list-style-type: none"> Table 2.2: Enhanced Scratch Paper support description by adding: "Any support items that students use to identify critical information or record notes are allowed (e.g., marker, pen, pencil)." 	p. 13
8/1/18	<ul style="list-style-type: none"> Deleted Change log requests from 2017 prior 	p. 107
8/1/18	<ul style="list-style-type: none"> Removed vendor references for our statewide assessment labels 	all
8/9/18	<ul style="list-style-type: none"> Tables 2.5 & 3.5: With move to UEB, updated the Descriptions for the Braille Accommodation. 	p. 24 & 42
8/13/18	<ul style="list-style-type: none"> Appendix A: Updated "Braille Type" section in light of move to UEB. 	p. 76
8/28/18	<ul style="list-style-type: none"> Table 3.2: Update description section of "Scratch Paper" support 	p. 33
9/27/18	<ul style="list-style-type: none"> Table 3.4: Added "Scribe" Designated Support for Science 	p. 37
10/22/18	<ul style="list-style-type: none"> Appendix B: Eliminated reference on p. 86 of the OAM that conflicted with content area specific guidance: "However, the interpreter may interpret the ELA, Mathematics, and Science items/stimuli and response choices to the student." 	p. 86
10/22/18	<ul style="list-style-type: none"> Table 6.3: Added "Auditory amplification devices, hearing aids." Universal Tool 	p. 66
11/7/18	<ul style="list-style-type: none"> Appendix A: Removed "Item Exclusion". No longer an option for Sci assessments. 	p.76
11/9/18	<ul style="list-style-type: none"> Tables 2.4, 3.4, 4.2, 6.5: Renamed "Transparent sheet (clear or tinted)" to "Color Overlay" support and moved from Universal Tool to Designated Support tables to ensure consistency across assessments and categories. 	p. 18, 36, 47, 69
11/19/18	<ul style="list-style-type: none"> Appendix C: Revised "Documenting Accessibility Supports on IEP...and Documenting...on 504" to read: "To ensure all accessibility supports are provided to a student on an IEP (or 504 Plan), ODE recommends documenting all accessibility supports identified for that student on the IEP (or 504 Plan)." 	p. 94
2/5/19	<ul style="list-style-type: none"> Table 3.2: Due to the addition of the Spanish 'toggle' feature to the OSAS Science Assessment, 'stacked' was removed from the applicable sections of the Text-to-Speech as well as from the Presentation (Spanish/English) Translation Designated Supports. 	p. 32
2/12/19	<ul style="list-style-type: none"> Table 2.6: As a result of Apple having made a change to their iOS that prohibits the work-around that some folks used to access dictation on iPads as a speech-to-text accommodation, the following was removed from the "Recommendation For Use" section of the TTS support: "AIR and ODE have developed a brief instruction document that describes how to enable the Dictation feature in Guided Access Mode and how to troubleshoot potential security risks that districts must address if using Guided Access Mode for testing." 	p. 27
3/20/19	<ul style="list-style-type: none"> Table 5.3: Provided more detailed information and guidance regarding the use of this support—particularly in the area of Early Literacy and, specifically, letter sounds. 	p. 59
4/29/19	<ul style="list-style-type: none"> Table 2.1: To align with the Description for Spell Check, deleted "(for ELA items)" as part of the support label. 	p. 11

Date	Description	Page(s)
6/5/19	<ul style="list-style-type: none"> Table 6.3: revision to strengthen the language of the Technological Assistance with test navigation support. 	p. 66
6/10/19	<ul style="list-style-type: none"> Table 6.7: Added "Answer choices on notecards" Accommodation 	p. 73
6/10/19	<ul style="list-style-type: none"> Table 6.7: Added "Word prediction software" Accommodation 	p. 74
6/25/19	<ul style="list-style-type: none"> Deleted "Appendix C: Selection, Administration, and Evaluation of Accessibility Supports (Steps and Teacher Tools)" and, instead, directs users to the source of this information (CCSSO Manual) and webpage instead. 	p. 4
7/2/19	<ul style="list-style-type: none"> Table 2.3: Added Illustration Glossaries information to Glossary support Description and Recommendation sections 	p. 14
7/2/19	<ul style="list-style-type: none"> Table 2.4: Updated the Title, Description, and Recommendations for Use for the Medical Supports support. 	p. 20
7/9/19	<ul style="list-style-type: none"> Added "Accommodations Flag" tool to Appendix B. This tool records the use of any embedded or non-embedded accommodation during testing, as prescribed in the IEP or 504 plan. 	p. 91
7/10/19	<ul style="list-style-type: none"> The Social Sciences Assessment has been removed from the OSAS Summative 	p. 30-43
7/10/19	<ul style="list-style-type: none"> Moved "Cover Overlay" support from 5.2 (Designated Support) to 5.1 (Universal Tool) and renamed it "Transparent Sheets" 	p. 54
7/23/19	<ul style="list-style-type: none"> Updated Appendix E: National Assessment of Educational Progress (NAEP) 	p. 90 ff
8/19/19	<ul style="list-style-type: none"> Table 5.3: removed outdated reference: "To be used in conjunction with "Changes in how student responds" accommodation." 	p. 57
11/15/19	<ul style="list-style-type: none"> Updated verbiage for Text to Speech and Read Aloud supports 	p. 16, 19, 24, & 25
11/22/19	<ul style="list-style-type: none"> Removed Non-embedded designated support of Transcribe to the ELA, mathematics, and science assessments. 	p. 20 & 41
11/22/19	<ul style="list-style-type: none"> Changed "Transcribe" to "Transfer Student Response" as a Non-embedded accommodation, as it is only relevant for STT and/or word-prediction, which are accommodations. Changed label to "Transfer Response" to ensure that the process is not confused with other functions. Also removed this option from Science, as it is not available. 	p. 28
12/09/19	<ul style="list-style-type: none"> Updated guidance on enabling the TTS Tracking feature. This change is located in the TA interface prior to approving individual students for test administration. 	p. 16, 24, & 35