EXHIBIT L

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Comprehensive
Assessment Program

Guidelines on Tools, Supports, and Accommodations for State Assessments

2022–2023

Published: 8/5/2022
Revised: 9/19/22

What's New

2022–23

Word prediction has been added to the test delivery system and is now available as an embedded accommodation.

New resources for trying out the speech-to-text and print-on-demand accommodations are available.

A Spanish periodic table is available for grades 8 and 11 science.

Non-Standard Accommodation Requests are now submitted via ARMS.

2020–22

Expandable items and passages are now available for all tests.

Speech-to-text is now an embedded accommodation available for ELA, math, and science.

Text-to-speech (student responses) is a new designated support available for ELA, math, and science. A student's response can be read aloud to the student via embedded text-to-speech technology.

Hybrid Masking Tool is a new designated support available for all tests that combines the masking and line reader supports. It assists the student in reading by showing a single line of text in a stimulus or question while masking the rest of the content on the screen.

The multiplication table and 100's number table are available as an accommodation for all grades, instead of only grades 4-HS.

Revision Log

Changes to this document made after August 1, 2022, will be noted in the table below.

Section	Page	Description of Revision	Revision Date
Documents Referenced	58	Broken link to *Read Aloud Guidelines for Washington State Assessments* was fixed.	9/19/2022
Documents Referenced	58	The following definition for the *Scribing Protocol for Washington State Assessments* was added: "*Scribing Protocol for Washington State Assessments* provides instructions for adults who enter student responses to the assessment questions for eligible students."	9/19/2022
Section III: Accommodations	31	Removed "Note: Only for students testing with Chromebooks. If Mac or Windows devices will be used, see the non-embedded word prediction accommodation."	9/19/2022
What's New	2	Removed "for students using Chromebook devices." from Word prediction has been added to the test delivery system and is now available as an embedded accommodation.	9/19/2022
Online Braille Testing	38	Updated Braille graphics with a new contact at the American Printing House and instruction on ordering pre-embossed braille graphics for the adjusted test. Changed set in TIDE to Yes. Braille graphics must be set in TIDE to receive the Braille Hybrid Adaptive Test. In addition to being set in TIDE, pre-embossed braille graphics **must** be ordered in advance from the American Printing House.	12/19/2022
Non-embedded Designated Supports	23	Added new Illustration Glossary ordering guidance "You must contact the WA Help Desk to order illustration glossaries prior to testing".	12/19/2022
Non-embedded Designated Supports	25	Corrected error in Scribe definition. Changed "The scribe designated support is not for ELA **CAT** reading passages." to "The scribe designated support is not for ELA **PT** reading passages.".	3/30/2023

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Structure of This Document

Overview

This document is divided into several parts. The following information provides a brief description of each section.

What's New — This section will be used to highlight features that are new or significantly updated during the three most recent school years.

Revision Log — This section will be used to identify any changes made to this guide.

Introduction — This section introduces the document and the three-tiered conceptual model for accessibility that is the basis for the universal tools, designated supports, and accommodations.

5-Step Decision Making Process — This section introduces the Council of Chief State School Officers (CCSSOs) 5-step process that is used when deciding which accessibility features meet the needs of students and refers readers to the CCSSO Accessibility Manual for additional guidance and information.

Section I Universal Tools — This section introduces the universal tools available on assessments to all students.

Section II Designated Supports — This section introduces the designated supports available on assessments to students for whom a need has been indicated by educators, or educators with parents/ guardians and students.

Section III Accommodations — This section introduces the accommodations available on assessments for students receiving services documented in an Individualized Education Program (IEP) or 504 plan.

Appendices — This section provides a variety of supplemental information on implementation guidelines and clarifying details for the use of specific accessibility features.

Resources — This section provides the resources that have contributed to the tools, supports, and accommodations.

Acronyms

The following is a list of acronyms used throughout this document.

ASL: American Sign Language

AT: Assistive Technology

CAT: Computer Adaptive Test

DA: District Administrator

DAC: District Assessment Coordinator

ELA: English Language Arts

ESSA: Every Student Succeeds Act, 2015 re-authorization of the Elementary and Secondary Education Act

GAAP Sign Guidance: Guidelines for Accessible Assessment Project

GTSA: Guidelines on Tools, Supports, and Accommodations

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

ML: Multilingual Learner

OSPI: Office of Superintendent of Public Instruction

PT: Performance Task

RCW: Revised Code of Washington

SBA: Smarter Balanced Assessment

SC: School Test Coordinator

TA: Test Administrators

TAM: Test Administration Manual

TDS: Test Delivery System

TIDE: Test Information Distribution Engine

WA-AIM: Washington Access to Instruction and Measurement

WCAP: Washington Comprehensive Assessment Program

WCAS: Washington Comprehensive Assessment of Science

Introduction

Purpose of the Guidelines

The *Guidelines on Tools, Supports, and Accommodations (GTSA)* document identifies the accessibility features available to students during state testing, consistent with students' use in classroom instructional settings. The focus is first on supporting a student's initial learning then subsequent demonstration of acquired skills and knowledge through testing. Some accessibility features applicable in classroom instructional settings will not be permissible for the testing environment due to identified violations of the content constructs being assessed.

When thinking about state testing, educators must keep in mind federal and state legislation requires all students participate. The Individuals with Disabilities Education Act of 2004 (IDEA 2004), the Every Student Succeeds Act (ESSA) of 2015, and Washington's Education Reform Act of 1993 require the participation of all students in the state-level assessment program.

When determining the appropriate accessibility for a student, it is important to focus on the specific student's learning needs and the content constructs to be measured. This will require that the educators involved with making accessibility decisions have a deep understanding of the learning standards and the assessment design. The goal in designing appropriate accessibility for a student in everyday classroom interaction is to meet the student where the student is, in order to advance learning. At the point of testing a student, the goal is to improve interaction with the assessment, and increase opportunities for students to demonstrate skills and knowledge with the content. The accessibility features in these *Guidelines* are permitted for state assessments. Any exceptions must be addressed with the Office of Superintendent of Public Instruction (OSPI) through the *Non-standard Accommodation Request* process outlined in Appendix B.

Intended Audience and Recommended Use

These *Guidelines* provide information for classroom teachers, English development educators, special education teachers, and related services personnel to make decisions about accessibility consistent with the needs of the student and in keeping with the intent of the assessment's measurement constructs. The *Guidelines* should be viewed as supplemental information, used in support of local decision-making processes, to determine a student's accessibility needs specific to daily classroom interactions, as well as unique testing situations with the intent to retain the greatest continuity across both classroom instruction and testing.

These *Guidelines* are also intended for assessment staff and administrators who oversee test administration and accessibility decisions with the variety of computer-based applications and systems that support state and district testing.

These *Guidelines* apply to all students, even though many students may not need accessibility supports in order to access the assessments. The emphasis is on the individualized nature of instruction and assessment for students who have diverse needs. However, there are distinctions between what accessibility decisions are permissible during instruction and what are permissible during testing. This document focuses on the accessibility needs of students during the learning assessment of English language arts (ELA), math, and science.

> Professional development materials that support the use of these *Guidelines* are available on the WCAP portal. The tenets of these *Guidelines* are also supported by guidance within the *Test Administration Manual* (TAM).

Recognizing Access Needs in All Students

The premise behind the *Guidelines* and other materials is aimed to aid school and district-level educators in support of student learning. All students (including students eligible to receive special education or 504 services, multilingual learners (MLs), and multilingual learners (MLs) eligible to receive special education or 504 services) are to be held to the same learning expectations for instruction and assessment. What may not be the same is the accessibility needs of each student.

The visual on the next page represents the conceptual model for Smarter Balanced accessibility frameworks (to the extent possible Washington applies the Smarter Balanced framework to the state science assessment, the Washington Comprehensive Assessment of Science (WCAS)). Washington's *Guidelines* incorporate the underlying premises of these models, while attempting to make student need the focus of decision-making, rather than the identified features. The figure describes the allowed accessibility features for the respective assessments. The framework portrays the additive and sequentially inclusive nature of these three aspects:

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations.

Designated supports are available to any student within the boundaries set by these *Guidelines*. The use of the designated supports is made at the individual student level. These decisions should be made by adults who have knowledge of possible student needs, working with the parents and/or students, to make an explicit decision for use by the student of the indicated accessibility. Part of this process should include the adult(s) and the student trying out the accessibility feature being considered using the practice and training tests available in the applicable content area. Students using designated supports may also use the universal tools and accommodations, if applicable.

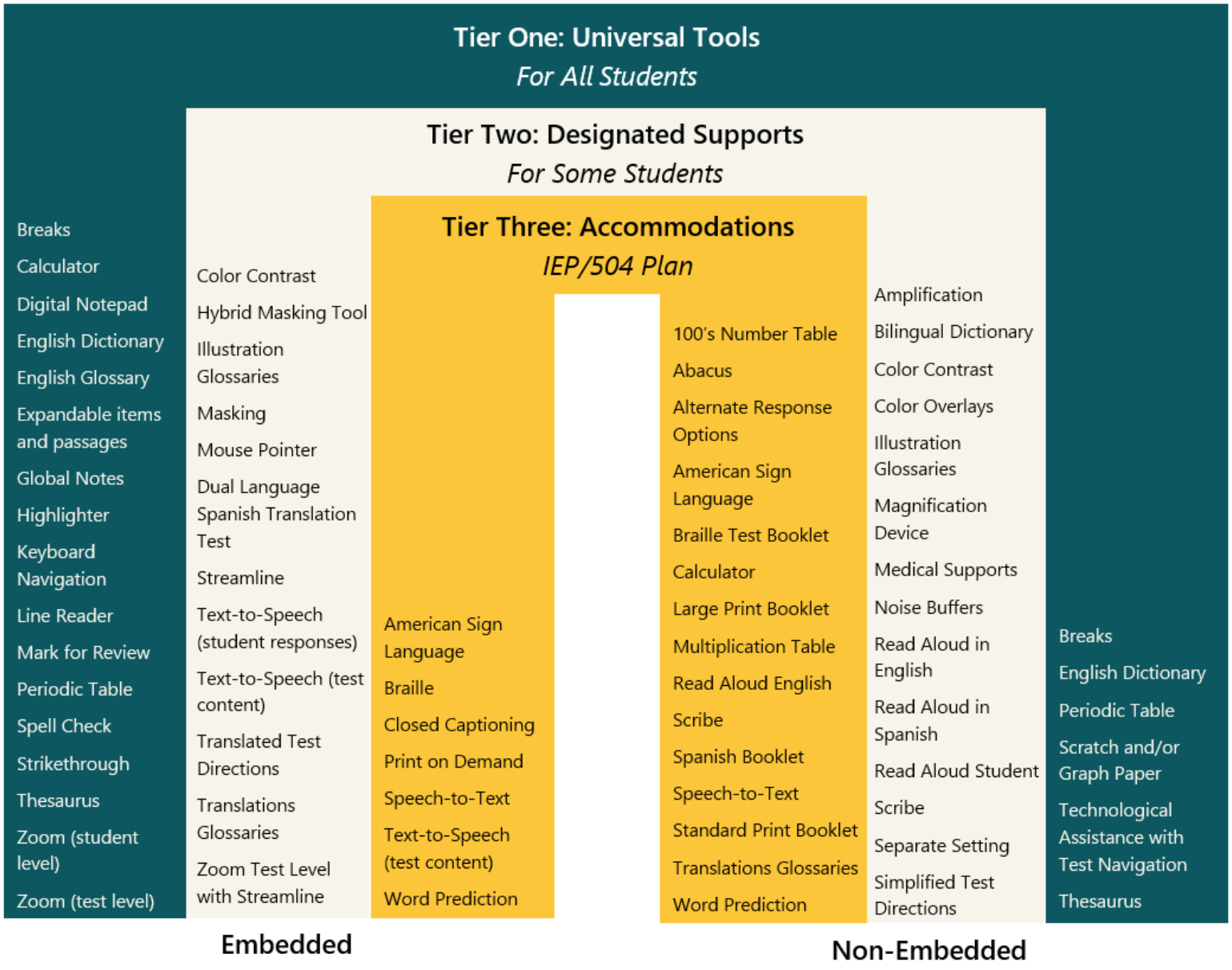
Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504 plan). Students using accommodations may also use the universal tools and designated supports, if applicable.

Some designated supports may also be an accommodation, depending on the content construct (see, for example, scribe).

Multilingual Learners OSPI is committed to the work of advancing equity and cultural sensitivity in the work that we do. Throughout this document, we refer to different groups or categories of students using asset-based language. For example, students who are eligible for English development services are referred to as multilingual learners or MLs.

Conceptual Model of Smarter Balanced and WCAS

The Conceptual Model of Smarter Balanced ELA and math, and WCAS, shows that for each category of identified accessibility – universal tools, designated supports, and accommodations – there exist embedded and non-embedded features.



Washington Access to Instruction and Measurement (WA-AIM)

The WA-AIM is the alternate ELA, math, and science state assessment for students with significant cognitive disabilities. The WA-AIM was developed to allow the most flexibility to teachers in administering items that meet each student's unique learning and communication style. Test Administrators should refer to each Performance Task for allowable accommodations and test administration procedures.

WIDA ACCESS

Washington uses assessments from the WIDA consortium to measure the English language proficiency of multilingual learners. WIDA provides guidelines for how to best support students taking WIDA assessments through the Accessibility and Accommodations Supplement. WIDA developed the supplement to help educators understand and use the test administration considerations, universal tools, and accommodations for individual multilingual learners (MLs) to produce valid assessment results. The supplement covers accommodations for WIDA's multiple assessments and, therefore are not included in these *Guidelines*.

5-Step Decision-Making Process

The CCSSO Accessibility Manual outlines a 5-step process for determining the accessibility needs of a student for both instruction — the area of greatest time commitment in a student's education — and assessment.

School teams must carefully consider the selection, administration, and evaluation of accommodations for students with special needs. To assist in that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams selecting accommodations for students with special needs.

The five essential steps are depicted in the graphic:

1. **EXPECT** students to achieve grade-level standards.
2. **LEARN** about accessibility supports for instruction and assessment.
3. **SELECT** accessibility supports for instruction and assessment.
4. **ADMINISTER** accessibility supports during instruction and assessment.
5. **EVALUATE** the use of accessibility supports in instruction and assessment.

See The Council of Chief State School Officers (CCSSO) Accessibility Manual - How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students for specific guidance on the 5 Step Decision Making process.

Section I: Universal Tools

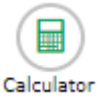
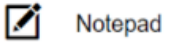
What are Universal Tools?

Universal tools are accessibility resources 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 participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

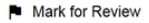
Universal tools are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

Table 1: Embedded Universal Tools lists the tools available within TDS for students taking computer-based tests. The table includes a description of each available tool, the content area for which each tool is available, directions for tool access, and resources that support student familiarity in everyday instruction. Although these tools are available to all participating students, educators may determine that one or more might be distracting for a particular student, and might indicate that the tool should be turned off in TIDE for the assessment.

Table 1. Embedded Universal Tools

Embedded Universal Tools	Content	Description	Tool Access	Resources
Breaks 	ELA Math Science	The number of items per session can be flexibly defined based on the student's need. There is no limit on the number of breaks that a student might be given. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student in ELA, math, and science. Refer to the pause rules in the applicable *Test Administration Manual* (TAM) for additional information.	Available to student with TA permission.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Calculator 	Math Science	**For calculator-allowed items in math grades 6–8 and HS, and available for all items in science grades 5, 8, and 11.** An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator tool button.	Appears automatically within TDS toolbar when calculator permitted items appear. Cannot be turned off in TIDE.	When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), refer to Table 6, Calculator Accommodation.
Digital notepad 	ELA Math Science	Allows students to make 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.	Available to student in the item context menu. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.

Embedded Universal Tools	Content	Description	Tool Access	Resources
English dictionary 	ELA	**For full write only.** 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.	Appears automatically within TDS toolbar when dictionary permitted items appear. This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA Practice Test.
English glossary 	ELA Math Science	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 English glossary by clicking on any of the pre-selected terms. If a student hovers over a term, the term with the attached glossary is highlighted. A student can click on the terms and a pop-up window will appear.	Available to student by clicking on pre-selected terms indicated throughout the test by a gray dotted outline. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test. Access to Translations Glossaries is a Designated Support.
Expandable items and passages 	ELA Math Science	The student is able to expand each stimulus or item so that it takes up a larger portion of the screen as the student reads. The student can then retract the screen to its original size. A student has the ability to change the screen display from the default of 40% stimulus and 60% item to 5% stimulus and 95% item or 95% stimulus and 5% item.	Available to student based on preference. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Global notes 	ELA	**During the ELA performance task**, 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.	Appears automatically within the TDS toolbar during the performance task. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA Practice Test.
Highlighter 	ELA Math Science	Allows the student to mark desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment. **During the ELA performance task**, highlighting in the stimulus text persists when the student moves from PT 1 into PT 2.	Available to student in the item context menu. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Keyboard navigation 	ELA Math Science	Navigation throughout text can be accomplished by using a keyboard.	TA provided document accessed by student during testing.	See the Keyboard Commands for Students document on the WCAP portal.

Embedded Universal Tools	Content	Description	Tool Access	Resources
Line reader 	ELA Math Science	Assists in reading by highlighting a single line of text in a stimulus or question. When the line reader button is selected, use of the arrow keys will move the line up and down. *It is strongly encouraged to use the up and down keyboard arrows for multiple choice and multiple select questions. This is because clicking on an answer option to highlight it with the line reader will select that option as the answer.*	Appears automatically in TDS (toolbar). This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Mark for review 	ELA Math Science	Allows students to mark items for future review during the assessment. Marked items are still subject to pause rules. Refer to the pause rules in the applicable *Test Administration Manual* (TAM) for additional information.	Available to student in the item context menu. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Periodic table 	Science	**For science grades 8 and 11.** An embedded on-screen periodic table can be accessed for permitted items when students click on the periodic table tool button.	Appears automatically within TDS toolbar when periodic table permitted items appear. This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the science Training Test.
Spanish Periodic Table	Science	**For science grades 8 and 11 when presentation is set to Spanish.** An embedded on-screen periodic table can be accessed for permitted items when students click on the periodic table tool button.	Appears automatically within TDS toolbar when periodic table permitted items appear. This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the science Training Test.
Spell check 	ELA Math Science	A writing tool for checking the spelling of words in student responses. Spell check only highlights misspelled words; it does not provide the correct spelling.	Appears automatically within response box editing tools for items with open-ended student responses. This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the Practice Test.
Strikethrough 	ELA Math Science	Allows students 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.	Available to student in the item context menu. This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a Practice or Training Test.

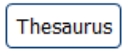
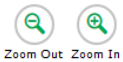
Embedded Universal Tools	Content	Description	Tool Access	Resources
Thesaurus 	ELA	**For full write only.** A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Thesaurus is bundled with Dictionary in the TDS toolbar. This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA Practice Test.
Zoom student level 	ELA Math Science	A tool for making text/graphics in a window/frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger or smaller by clicking the Zoom button to increase 1.5x, 1.75x, 2.5x, and 3x. The use of this tool may cause the need for more horizontal and vertical scrolling to see the entire item.	Available in TDS toolbar students may click up to four times. **Available options:** 1.5x, 1.75x, 2.5x, and 3x.	Students can become familiar with this type of feature by accessing a Practice or Training Test.
Zoom test level	ELA Math Science	Allows the test platform to be pre-set to be enlarged before the test begins. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE. For students with visual impairments that may need to increase text and other features beyond the 14-pt. font. A larger screen may be needed to function effectively.	Appears automatically to student upon logging into the test. This tool is set in TIDE. **Available options:** 1.5x, 1.75x, 2.5x, and 3x.	Students can become familiar with this type of feature by accessing a Practice or Training Test.

Table 2: Non-embedded Universal Tools lists tools available to students for computer based or accommodated (paper) form testing. Non-embedded tools are externally delivered dependent upon tool type. Non-embedded universal tools are not marked in TIDE.

Table 2. Non-embedded Universal Tools

Non-embedded Universal Tools	Content	Description
Breaks	ELA Math Science	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.
English–dictionary	ELA	For full write only. An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.
Periodic table	Science	For grades 8 and 11. A printable version of the periodic table is delivered with the accommodated paper test materials.
Scratch and/or graph paper	ELA Math Science	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. **ELA:** Plain or lined scratch paper, whiteboards with markers to make notes or plan responses may be made available. Graph paper is not permitted. **Math and science:** Plain or lined paper, graph paper, or whiteboard with a marker may be used on all math and science assessments. Graph paper is required for math in grades 6–8 and HS. **Assistive Technology (AT) Devices:** If the construct being measured is not impacted, AT devices, including low-tech AT (Math Window) are permitted to make notes, including the use of digital graph paper. The AT device needs to be familiar to the student and/or consistent with the IEP or 504 plan. Access to internet must be disabled on AT devices. Permissive mode may be required to support AT devices. **ELA/math CAT:** If a student needs to take the CAT in more than one session, scratch paper, whiteboards, and/or AT devices must be collected at the end of each session, securely stored, and made available to the student at the start of the next CAT testing session. Once the student completes the CAT, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on AT devices erased to maintain test security. **Science:** If a student needs to take the WCAS in more than one session, scratch paper, whiteboards, and/or AT devices must be collected at the end of each session, securely stored, and made available to the student at the start of the next WCAS testing session. Once the student completes the WCAS, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on AT devices erased to maintain test security **ELA/math Performance Tasks:** If a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or AT devices must be collected at the end of each session, securely stored, and made available to the student at the start of 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 AT devices erased to maintain test security.
Spanish Periodic Table	Science	For grades 8 and 11. A printable version of the Spanish periodic table is delivered with the Spanish translated paper test materials.
Technological assistance with test navigation	Science	Students without the necessary computer skills may have a trained TA help with mouse point-and-click and drag-and-drop items, onscreen tool and button navigation (e.g., back, next, submit, start, and stop), and keyboarding. TA assistance does not include identifying correct tool buttons. The TA 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 incident and will result in invalidation of student test results.
Thesaurus	ELA	For full write only. A thesaurus, which contains synonyms of terms, can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.

Section II: Designated Supports

What are Designated Supports?

Designated supports are those features that are 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 input. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

Designated supports are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS) or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

Determination of which designated supports an individual student will have available for the assessment is necessary because these designated supports must be made available before the assessment, either by entering information into TIDE for embedded designated supports, or by ensuring that the materials or setting are available for the assessment for non-embedded designated supports.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. It is recommended that a consistent process be used to determine these supports for individual students. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended. **Regardless of the process used, all embedded designated supports must be activated in TIDE prior to testing.**

All educators making these decisions should be trained in a process of accessibility feature selection and should be aware of the range of designated supports available. A series of videos, produced by the California assessment department, will help inform educators about how the Designated Supports function within TDS. The series of videos is available on this California webpage.

Table 3: Embedded Designated Supports lists the supports available in TDS to students for whom the need has been indicated. Any non-embedded designated supports must be arranged for student use prior to testing and provided during testing by staff at the local level. The table includes a description of each available support, recommendations for when the support might be needed, and TIDE settings information.

Table 3. Embedded Designated Supports

Designated Support	Content	Description	Recommendation for Use	TIDE Settings Information
Color contrast	ELA Math Science	Allows the screen background or font color to be changed. This may include reversing the colors for the entire	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit from using the color contrast support for viewing test content. Choice of colors should be informed by evidence that specific	**Set in TIDE:** Yes **TIDE Label:** Color Contrast **Location:** Embedded Designated Supports

Designated Support	Content	Description	Recommendation for Use	TIDE Settings Information
		interface or choosing the color of font and background.	text and background color combinations meet the student's needs.	**Default:** Black on White **Available options:** Red on White, White on Red, Yellow on Black, Black on Rose; Medium Gray on Light Gray; Yellow on Blue; and Reverse Contrast
Hybrid masking tool	ELA Math Science	Assists in reading by showing a single line of text in a stimulus or question, while masking the rest of the content on the screen. When the line reader button is selected, use of the arrow keys will move the visible line up and down through the text.	Students with attention difficulties or reading disabilities may benefit from using this cross between the line reader and masking tools. The hybrid masking tool provides additional assistance with tracking where they are reading than the line reader and masking tool can provide on their own. A very small percentage of students should need this designated support.	**Set in TIDE:** Yes **TIDE Label:** Line Reader **Location:** Embedded Universal Tools **Default:** System Default **Available options:** Hybrid Masking Tool
Illustration glossaries	Math	**For math items.** In addition to the English glossary, illustration glossaries are provided for selected construct-irrelevant terms for math items. Illustrations for these terms appear on the computer screen when students select the term. Students can also adjust the size of the illustration and move it around the screen.	Students who are advancing toward dual language proficiency (including multilingual learners (MLs) and multilingual learners (MLs) with disabilities), or deaf or hard of hearing and are not proficient in American Sign Language (ASL) may benefit from using the illustration glossaries support for specific items on the test.	**Set in TIDE:** Yes **TIDE Label:** Illustration Glossaries **Location:** Embedded Designated Supports **Default:** Off **Available options:** On
Masking	ELA Math Science	Allows the student to block off content that is not of immediate need or that may be distracting. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties, print disabilities (including learning disabilities) or visual impairments may benefit from using the masking support to hide content, answer options, and navigational buttons and menus.	**Set in TIDE:** Yes **TIDE Label:** Masking **Location:** Embedded Designated Supports **Default:** Off **Available options:** On
Mouse pointer	ELA Math Science	Allows the mouse pointer to be set to a larger size and also for the color to be changed. Setting and color is	Students who are visually impaired, or who have visual perception challenges may benefit from additional enlargement or a mouse in a different color to find their mouse pointer more	**Set in TIDE:** Yes **TIDE Label:** Mouse Pointer **Location:** Embedded Designated Supports

Designated Support	Content	Description	Recommendation for Use	TIDE Settings Information
		based on student need or preference. The mouse pointer can be used with the Zoom universal tool.	readily on the screen.	**Default:** System Default **Available options:** **Size:** Large and Extra Large **Colors:** Black; Green; Red; White; and Yellow
Streamlined Interface Mode	ELA Math Science	Provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	Students with specific learning and/or reading disabilities in which the text is represented in a more sequential format may benefit from using the streamlined interface mode support. Students should have familiarity interacting with items in streamline format. Use of streamline is required for zoom levels 5x–-20x.	**Set in TIDE:** Yes **Location:** Embedded Designated Supports **TIDE Label:** Streamlined Interface Mode **Default:** Off **Available options:** On
Text-to-speech (student responses)	ELA Math Science	Text that the student entered into the response box for a constructed response is read aloud to the student via embedded text-to-speech technology when they select the  at the top of the response box.	Students who use text-to-speech will need headphones unless tested individually in a separate setting.	**Set in TIDE:** Yes **TIDE Label:** Text-to-Speech (Student Responses) **Location:** Embedded Designated Supports **Default:** Off **Available options:** On
Text-to-speech (test content)	ELA Math Science	**The text-to-speech designated support is not for ELA CAT reading passages.** Text in the items and/or stimuli 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.	Students who are struggling readers, or students who have reading-related disabilities, or students who are blind and are advancing toward English braille proficiency may benefit from assistance accessing the assessment by having all or portions of the assessment read aloud. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	**Set in TIDE:** Yes **TIDE Label:** Text-to-Speech (Test Content) **Location:** Embedded Designated Supports **Default:** None **Available options:** **ELA CAT**: items **ELA PT**: items; stimuli; and passages, stimuli, and items **Math:** items; stimuli; and stimuli and items **Science:** items; stimuli; and stimuli and items
Translated test directions	Math Science	Spanish translation of test directions for the online tests is a language support	Students who are advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translated directions support.	**Set in TIDE:** Yes **TIDE Label:** None **Location:** Embedded Designated Supports

Designated Support	Content	Description	Recommendation for Use	TIDE Settings Information
		available prior to beginning the actual test items.	This support should only be used for students who are proficient readers in Spanish and not proficient in English.	Available in TDS when student accesses the dual language Spanish test.
Translations (dual language) Test Spanish	Math Science	Provides the full Spanish translation of each test item above the original item in English. Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both.	Students whose primary language is Spanish and who use dual language supports in the classroom may benefit from taking the translations dual language test in Spanish.	**Set in TIDE:** Yes **TIDE Label:** Presentation **Location:** Embedded Designated Supports **Default:** English **Available options:** Spanish
Translations glossaries	Math Science	Translation of pre- selected construct- irrelevant terms appear on the computer screen when the student clicks on the word or term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary, when available.	Students who are advancing toward English language proficiency (whether or not designated as multilingual learners (MLs), and MLs with disabilities) can use the translation glossary for specific items.	**Set in TIDE:** Yes **TIDE Label:** Translations Glossaries **Location:** Embedded Designated Supports **Default:** Off **Available options:** Arabic; Burmese; Cantonese; Filipino; Hmong; Korean; Mandarin; Punjabi; Russian; Somali; Spanish; Ukrainian; and Vietnamese. Translations glossaries are not included as part of the dual language Spanish test and must be set separately.
Zoom test level with streamline	ELA Math Science	Allows the test platform to be pre-set to be enlarged more than the 3x level available as a universal tool. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE. Use of zoom levels 5x–20x also require the streamlined interface mode which arranges the test content vertically.	Students with visual impairments may benefit from increasing the text and other features beyond the 3x level that is available as a universal tool. Students can become familiar with the zoom levels by accessing the Practice or Training Tests. Educators should observe student use with the different zoom levels to help determine the appropriate level.	**Set in TIDE:** Yes **TIDE Label:** Zoom and Streamlined Interface Mode **Location:** Embedded Universal Tools and Embedded Accommodations **Default:** 1x and Off **Available options:** **Zoom:** 5x, 10x, 15x, and 20x. **Streamlined Interface Mode:** On

Table 4: Non-embedded Designated Supports lists the supports available to all students for computer based or accommodated (paper) form testing. Non-embedded supports are externally delivered dependent upon support type. Non-embedded designated supports are marked in TIDE. These supports are to be provided locally for those students unable to use the designated supports when provided digitally. The table includes a description of each available support, recommendations for use, and TIDE settings information.

Table 4. Non-embedded Designated Supports

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
Amplification	ELA Math Science	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. 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.	Students may benefit from use of amplification assistive technology (e.g., headphones, FM System, noise buffers, or white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Amplification The use of this device may require permissive mode to be set in TIDE. Delivered by TA with equipment, accessed by student during testing.
Bilingual dictionary	ELA	**Full writes only.** A bilingual/dual language word-to-word dictionary.	For multilingual learners (MLs) who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Bilingual Dictionary PT 2 TA provided support accessed by student during testing.
Color contrast	ELA Math Science	Test content of online items may be printed with different colors using Print on Demand.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit from the color contrast support for viewing the test when digitally provided color contrasts do not meet their needs. Choice of colors should be informed by evidence of those colors that meet the student's needs.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Color Contrast Delivered by TA, accessed by student during testing.
Color overlays	ELA Math Science	Color transparencies are placed over a paper assessment.	Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may benefit	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
		The science tests are printed in colors specifically chosen to help students with color blindness. Adding a color overlay to these test booklets may make it harder for students to understand the content.	from the color overlays support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.	**TIDE Label:** Color Overlay TA provided support accessed by student during testing.
Illustration glossaries	Math	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper pencil test and are identified by item number.	Students advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities), or deaf or hard of hearing but who are not proficient in American Sign Language (ASL) may benefit from using illustration glossaries for specific items on the test.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Illustration Glossary **Location:** Non-embedded Designated Supports You must contact the WA Help Desk to order illustration glossaries prior to testing. TA provided document accessed by student during testing.
Magnification device	ELA Math Science	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an AT device or software.	Students who are used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, or students who have visual impairments and other print disabilities may benefit from the magnification device support to comfortably view content. .	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Magnification Device TA provided support accessed by student during testing.
Medical supports	ELA Math Science	Students may have access to medical supports 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 TA 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.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Medical Supports Available to student for access during testing.
Noise buffers	ELA Math	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student wears equipment to reduce environmental noises. Students may have	**Set in TIDE:** Yes

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
	Science		these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting. This option should be based on a student's individual needs and should not be applied on a group basis.	**Location:** Non-embedded Designated Supports **TIDE Label:** Noise Buffers TA provided support accessed by student during testing.
Read aloud in English	ELA Math Science	**See non-embedded accommodations for ELA reading passages.** Text is read aloud to the student by a trained and qualified test reader who follows the *Read Aloud Guidelines for Washington State Assessments.* **ELA CAT:** Only the items may be read aloud. The reading passages shown on the left side of the screen CANNOT be read. **ELA PT:** All of the content may be read aloud, including the stimuli on the left side of the screen. **Math and science:** All of the content may be read aloud.	Students who are struggling readers, reading-related disabilities, or students who are blind and are advancing toward English braille proficiency may benefit from assistance in accessing assessments by having all or portions of the assessment read aloud. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments. Read aloud is available for both online and paper tests. Read aloud should be provided to students on an individual basis, not to a group of students.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Read aloud – English **Available options:** **ELA CAT:** Read aloud items **ELA PT:** Read aloud items; Read aloud stimuli; and Read aloud passages, items, and stimuli **Math**: Read aloud items; Read aloud stimuli; and Read aloud items and stimuli **Science**: Read aloud items; Read aloud stimuli; and Read aloud items and stimuli Delivered by trained staff who provide read aloud support to students during testing.
Read aloud in Spanish	Math Science	Spanish text is read aloud to the student by a trained and qualified test reader who follows the *Read Aloud Guidelines for Washington State Assessments.* All of the content may be read aloud.	Students receiving the dual language translations designated support and who are struggling readers, or students with reading-related disabilities may benefit from assistance in accessing the assessment by having all, or portions of the assessment read aloud. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments. Read aloud is available for both online and paper tests. Read aloud should be provided to	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Read Aloud – Spanish **Math**: Read aloud items, Read aloud stimuli, and Read aloud stimuli and items **Science**: Read aloud items, Read aloud stimuli, and Read aloud stimuli and items Delivered by trained staff who provide Spanish read aloud support to students during testing.

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
			students on an individual basis, not to a group of students.	
Read aloud student	ELA Math Science	Student reads the test content out loud to themselves.	Students who are beginning readers, or students who tend to rush through assessments and not read text fully, may benefit from hearing themselves read out loud in order to comprehend text.	**Set in TIDE:** No Available option for student during testing.
Scribe	ELA Math Science	**The scribe designated support is not for ELA PT reading passages.** Students dictate their responses to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the *Scribing Protocol for Washington State Assessments*. **ELA CAT:** All item responses may be dictated. **ELA PT:** Only the item responses in Part 1 may be dictated. The full write response CANNOT be dictated. **Math and science:** All item responses may be dictated.	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 benefit from dictating their responses to a human, who then records the students' responses verbatim. Scribing is available for both the online and accommodated form paper tests.	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Scribe **Available options:** **ELA CAT:** Scribe CAT **ELA PT:** Scribe PT 1 **Math**: Scribe Items **Science**: Scribe Items Delivered by trained staff, accessed by student during testing.
Separate setting	ELA Math Science	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students may benefit from having an alternate location to be able to take the assessment. The separate setting may be in a different room that allows a student to work individually or among a smaller group to use a device requiring voicing (e.g., Whisper Phone). Or, the separate setting may be 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	**Set in TIDE:** Yes **Location:** Non-embedded Designated Supports **TIDE Label:** Separate Setting Pre-planned option available to student if indicated.

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
			environment that allows for movement, such as being able to walk around.	
Simplified test directions	ELA Math Science	The TA simplifies or paraphrases the test directions found in the appropriate *TA Script of Student Directions* following the directions outlined in the *Guidelines for Simplified Test Directions for Washington State Assessments*.	Students who need additional support understanding the test directions may benefit from this resource. This support may require testing in a separate setting to avoid distracting other test takers.	**Set in TIDE:** Yes **Location**: Non-embedded Designated Supports **TIDE Label**: Simplified Test Directions TA delivered support available to students.
Translated test directions	ELA Math Science	PDF of translated test directions in each language currently supported available for printing on the WCAP portal. A bilingual adult can read to student, or the directions can be printed and given to students for them to read.	Students who are advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translated test directions. In addition, a bilingual adult trained in test administration can read the test directions to the student.	**Set in TIDE:** Yes **Location**: Non-embedded Designated Supports **TIDE Label**: Translated Test Directions Delivered by trained staff who read translated directions

Section III: Accommodations

What are Accommodations?

Accommodations are changes in procedures or materials that increases equitable access during assessments. They do not reduce expectations for learning. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. Accommodations are available for students for whom there is documentation of the need on an Individualized Education Program (IEP), 504 plan, or other similar learning plans.

Accommodations are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated (paper) form testing.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into TIDE for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

Who Makes Decisions About Accommodations?

IEP teams (if the student has an IEP) and educators make decisions about accommodations. The documentation from these team decisions provides evidence of the need for accommodations as noted on an IEP or 504 plan. It is recognized that accommodations can increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, **a student's parent/guardian should know about the availability of specific designated supports and accommodations through the 504 plan or IEP Team process**. This information ensures that parents/guardians are aware of the conditions under which their student participates in classroom learning as well as testing.

Table 5: Embedded Accommodations lists the accommodations available in TDS for those students for whom the accommodations are included on an IEP or 504 plan. Once a decision has been made, the specific accommodations must be selected for the student within TIDE prior to testing. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

Table 5. Embedded Accommodations

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
American Sign Language (ASL)	ELA Math	**For ELA listening items and math items only.** Test content is translated into ASL video. ASL human signer and the signed test content are viewed on	Some students who are deaf or hard of hearing and who typically use ASL may benefit from having this accommodation available when accessing text-based content in the assessment. For many students who are deaf or hard of	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** American Sign Language **Default:** Do not show ASL videos

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
		the same screen. Students may view portions of the ASL video as often as needed.	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 the listening stimuli and items.	**Available options:** **ELA CAT:** Show ASL videos **Math:** Show ASL videos
Braille	ELA Math	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).	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. For additional information and settings for online braille, see Table 10: Embedded Braille Testing Supports.	**Set in TIDE:** Yes **Location:** Embedded Designated Supports **TIDE Label:** Presentation **Default:** English **Available options:** Braille
Closed captioning	ELA	**ELA listening items only.** Text that appears on the computer screen as listening stimuli is played.	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 benefit from having 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 the listening stimuli.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Closed Captioning **Default:** Off **Available options:** On
Permissive mode	ELA Math Science	Use of an assistive technology device may require permissive mode to be set in TIDE (e.g., alternate response options, non-embedded speech-to-text	Assistive technology devices are permitted to make notes. Students should practice the use of assistive technology devices in the practice and training tests using the secure test browser to ensure functionality.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Permissive Mode **Default:** Off

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
		programs, math windows, whiteboard).	**Note:** Access to internet must be disabled on assistive technology devices.	**Available options:** On
Print on demand	ELA Math Science	The student uses paper copies of individual test items printed from the Test Delivery System (TDS). The student requests the printing from within the secure browser and the TA prints the materials from the TA Interface. The student or a scribe enters student answers to items into the secure browser.	Some students with disabilities may benefit from having paper copies of either passages/stimuli and/or items. For the Smarter Balanced ELA and math tests print on demand allows the student to receive items based on the adaptive nature of the online test. A new resource Try Out Print on Demand provides a short introduction and step-by-step directions for trying the print on demand accommodation that is embedded in the online testing platform for ELA, math, and science tests.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Print on Demand **Available Options:** **ELA:** items; stimuli; and passages, stimuli and items **Math:** items; stimuli; and stimuli and items **Science:** items; stimuli; and stimuli and items Accessed by student and delivered by TA during testing.
Speech-to-text	ELA Math Science	Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded Speech-to-text (see non-embedded Speech-to-text). The embedded speech-to-text feature only supports dictation of student responses to test questions. It does not support verbal system commands such as "back" or "next". For dictation of student responses and verbal system command support students should use a non-embedded speech-to-text device. A new resource Try Out Speech-to-Text provides a short introduction and step-by-step directions for trying the speech-to-text accommodation that is embedded	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 makes it difficult to produce text or commands using computer keys may benefit from having alternative ways to work with computers. 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. Speech-to-text technology 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. 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.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Speech-to-Text **Default:** Off **Available Options:** **ELA:** On **Math:** On **Science:** On

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
		in the online testing platform for ELA, math, and science tests.	Students who use speech-to-text will need headphones unless tested individually in a separate setting.	
Speech-to-text language	Math Science	Speech-to-text feature to support students who speak Spanish. If "English only" is selected, the student will only be able to dictate their responses in English. If "English & Spanish" is selected, the student will be able to dictate in either English or Spanish. When the menu bar says Español the student can dictate in Spanish, if they change the drop-down menu to English, they can dictate in English.	Students who are advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities) who are already using the Speech-to-text accommodation may benefit from having their responses dictated in Spanish.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Speech-to-Text Language **Default:** English only **Available Options:** **Math:** English and Spanish **Science:** English and Spanish The Speech-to-text setting in the row above must also be set to "On" for this accommodation to function. **Note:** The speech-to-text setting must also be turned to "On" for the speech-to-text language setting to be available to the student.
Text-to-speech (test content)	ELA	**For ELA CAT reading passages.** Passage 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.	Students who use text-to-speech will need headphones unless tested individually in a separate setting. This accommodation is appropriate for a very small number of students.	**Set in TIDE:** Yes **Location:** Embedded Designated Support **TIDE Label:** Text-to-Speech (Test Content) **Default:** Off **Available options:** **ELA CAT:** passages; and passages, stimuli, and items
Word Prediction	ELA Math Science	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. If further supports are needed for speech output, see the *Read Aloud Guidelines for Washington State Assessments*.	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, and students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may benefit from using the word prediction accommodation.	**Set in TIDE:** Yes **Location:** Embedded Accommodation **TIDE Label:** Word Prediction **Default:** Off **Available options:** **ELA:** On **Math:** On

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
			The box that pops up with the list of predicted words may not work well with other settings like color contrast or zoom levels.	**Science:** On

Table 6: Non-embedded Accommodations lists accommodations available to students for computer based or accommodated (paper) form testing. Non-embedded accommodations are externally delivered dependent upon accommodation type. Non-embedded accommodations are marked in TIDE. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

Table 6. Non-embedded Accommodations

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
100s number table	Math	A paper-based table listing numbers from 1–100 published by Smarter Balanced and available for printing on the WCAP portal.	Students with visual processing or spatial perception needs may benefit from using the 100s number table accommodation.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** 100s Number Table TA provided document accessed by student during testing.
Abacus	Math Science	This accommodation may be used in place of scratch paper for students who typically use an abacus.	Students with visual impairments or with documented processing impairments may benefit from using the abacus accommodation.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Abacus TA provided support accessed by student during testing.
Alternate response options	ELA Math Science	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may benefit from using the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and compatible with TDS.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Alternate Response Options
American Sign Language (ASL)	Science	District provides student access to the assessment through a trained adult interpreter. Test content is translated by a human signer into ASL. The human ASL signer and the test content (online or paper) are viewed by the student. The adult interpreter adheres to the GAAP Sign Guidance.	Some students who are deaf or hard of hearing and who typically use ASL may benefit from using the ASL accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** American Sign Language Delivered by a trained adult ASL interpreter, accessed by student during testing.

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Braille test booklet	ELA Math Science	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).	Students with visual impairments may read text via braille. Tactile overlays and graphics may also be used to assist the student in accessing content through touch.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Paper Pencil Braille
Calculator	Math Science	**For grades 6–HS on calculator-allowed math items. For all science items.** A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within TDS.	Students who are unable to use the embedded calculator for calculator- allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. TAs will ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. Administration directions will identify items open to calculator use. In those instances, the TA will make the calculator available to the student. For additional information on calculator use and restrictions see the Calculator and Electronic Device Policy.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Calculator TA provided accommodation accessed by qualifying student during testing.
Large print test booklet	ELA Math Science	A large print paper form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the online test may benefit by having access to a large print paper test. This accommodation is appropriate for a very small number of students.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Paper Pencil Large Print
Multiplication table	Math	A paper-based multiplication table containing numbers 1–12, available for printing on the WCAP portal.	Students with a documented and persistent calculation disability (e.g., dyscalculia) may benefit from using the multiplication table accommodation.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Multiplication Table TA provided document accessed by student during testing.

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Read aloud in English	ELA	Text is read aloud to the student by a trained and qualified test reader who follows the *Read Aloud Guidelines for Washington State Assessments*. **ELA CAT:** All of the content may be read aloud, including the reading passages on the left side of the screen.	This accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in state assessments) for whom there is no other way to access the reading passages (e.g., a student who is blind and doesn't read braille). It is not necessarily appropriate for students who have reading skills below grade level as that is what we are measuring (a students at grade level reading skills) regardless of a student's disability. This accommodation should only be provided to those who receive it (or audio/read aloud) daily for instruction across environments or subjects.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Read aloud passages - English **Available Options:** **ELA CAT:** Read aloud passages; Read aloud passages and items Delivered by trained staff, accessed by student during testing.
Scribe	ELA	Students dictate their response to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the *Scribing Protocol for Washington State Assessments*. **ELA PT:** The full write response is dictated.	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 benefit from dictating their responses to a human, who then records the students' responses verbatim. For many students, dictating to a scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the scribe, and to view what they produce while composing via dictation to the scribe. Scribing is available for both the online and paper tests.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label: ELA:** Scribe PT 2 Delivered by trained staff, accessed by student during testing.
Spanish print test booklet	Math Science	**Math:** Provides the full Spanish translation of each test item above the original item in English. **Science:** Provides entire test translated in Spanish.	Students with impairments or a medical condition (e.g., concussion) which precludes them from taking an online test, and whose primary language is Spanish, may use the Spanish paper test. Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both. This accommodation is appropriate for a very small number of students.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** **Math:** Paper Pencil Spanish SBA **Science:** Paper Pencil Spanish WCAS
Speech-to-text	ELA Math Science	Voice recognition software allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening	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 benefit from having alternative ways to work with computers. Speech-to-text software requires that the	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Speech-to-Text

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
		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 AT devices.	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 AT devices, all assessment content must 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.	The use of this device may require permissive mode to be set in TIDE. Assistive technology device provided to student for use during testing.
Standard print test booklet	ELA Math Science	A standard print paper form of the test. The font size for the standard print form is 14 point on paper sized 8.5 x 11.	Students with impairments or a medical condition (e.g., concussion) which precludes them from being able to use the online tests may use a paper version of the test. This accommodation is appropriate for a very small number of students.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Paper Pencil Standard
Translations glossaries for paper testing	Math Science	**For math and science paper tests only.** Translated paper glossaries are provided for selected construct-irrelevant terms. Only state approved glossaries posted on the WCAP portal may be provided to students.	Students are advancing toward English language proficiency (whether or not designated as multilingual learners (MLs), and MLs with disabilities) can use the translations glossaries for specific items. Translation glossaries for math are available in the following languages: Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. Translation glossaries for science are available in Spanish.	**Set in TIDE:** No TA provided document accessed by student during testing.
Word prediction	ELA Math Science	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	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, and students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may benefit from using the word prediction accommodation. Use of word prediction does require that students know writing conventions and that they have the review and editing skills	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Word Prediction The use of this device may require permissive mode to be set in TIDE. Assistive technology device provided to student for use during testing.

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
		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 the *Read Aloud Guidelines for Washington State Assessments*.	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 word prediction. 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.	

Online Braille Testing

Online Braille Testing

Braille testing through the Test Delivery System (TDS) is available for ELA and math tests only. TDS delivers the test content to a braille embosser or a Refreshable Braille Display (RBD) via the JAWS screen reader. Questions that contain only text are sent to an RBD. Questions containing text and images that cannot be read by an RBD are sent to a braille embosser. All math test content is delivered in Nemeth Braille via a braille embosser.

When planning for the administration of the online braille test, arrange for students to have additional testing time to complete the test. Frequent breaks, short sessions, one-on-one, and small group testing should be considered. For security purposes, tablets are not supported for braille testing.

Practice

Prior to testing, all students should be given the opportunity to practice using the practice and training tests with all appropriate accommodations set in the secure browser. This not only promotes familiarity with accommodations but also allows adjustments to be made in advance of testing. JAWS voice settings are based on a student's individual needs and preferences. The voice profile, speaking rate, and punctuation settings must be set in JAWS prior to administering assessments.

Testing

Students taking a braille test in TDS will receive online tests in an accessible format via streamlined mode. Streamlined mode facilitates the supported screen reading software and printing to Braille embossers. Streamlined mode arranges the test content vertically. The stimuli appear at the top of the page, and questions appear in sequence below their associated stimulus.

Additional Support for ELA

Braille transcriptions are available for the listening passages in the ELA CAT portion of the test. When this tool is enabled, any audio associated with the listening passages and items will have an associated transcript in the TDS toolbar that can be read by the student's RBD.

Additional Support for Math Hybrid Adaptive Test (HAT) Form

The fixed-form segment of the Hybrid Adaptive Test form includes items with tactile graphics. These items can be embossed at the testing location or received as a package of pre-embossed materials. To order pre-embossed braille graphics for the online math assessment contact Troy Ambrose, at American Printing House at: tambrose@aph.org at least two weeks prior to testing.

Security

Embossed braille printouts must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

Table 7. Embedded Braille Testing Supports

Braille Online Test Supports	Available for	Description	Additional Information	Location
Braille	ELA Math	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).	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. Alternative text descriptions are embedded in the assessment for all graphics.	**Set in TIDE:** Yes **Location:** Embedded Designated Supports **TIDE Label:** Presentation: Braille **Default:** Off **Available options:** English and Braille
Braille graphics	Math	Pre-embossed braille graphics for the online math assessment must be ordered at least two weeks prior to testing. To order contact Troy Ambrose at American Printing House at: tambrose@aph.org. When ordering be sure to request the pre-embossed braille graphics for the Braille Hybrid Adaptive Test (**Adjusted**).	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.	**Set in TIDE:** Yes **Location:** Non-embedded Accommodations **TIDE Label:** Braille Graphics Braille graphics **must** be set in TIDE to receive the Braille Hybrid Adaptive Test. In addition to being set in TIDE, pre-embossed braille graphics **must** be ordered in advance from the American Printing House. TA provided document accessed by student during testing.
Braille transcript	ELA	**For ELA listening stimuli.** A braille transcript of the audio of the listening passages. Braille transcripts are available in UEB contracted and UEB uncontracted.	Students may have difficulty hearing the listening portion of the passage and do not have enough functional vision to read the closed captioning provided for the passage. Students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to braille transcripts.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Braille Transcript **Default:** Off **Available options:** **ELA CAT:** On

Braille Online Test Supports	Available for	Description	Additional Information	Location
Braille type	ELA Math	Refreshable braille is only available for ELA because Nemeth Braille code cannot be supported using refreshable braille. For math, braille will be presented via an embosser; embosser-created braille can also be used for ELA.		**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Braille Type **Default:** No Braille **Available options:** **ELA:** UEB contracted UEB uncontracted **Math**: UEB contracted with Nemeth math UEB contracted with UEB math UEB uncontracted with Nemeth math UEB uncontracted with UEB math
Emboss	ELA Math	Emboss is selected if an embosser is being used as opposed to using JAWS. Allows braille to be presented via embosser; used for ELA and math when Braille is selected in Presentation. The content of a test determines whether passages and questions are delivered to a Braille embosser or to a Refreshable Braille Display (RBD) via JAWS.	**ELA:** Test content is presented to students with questions in either contracted or uncontracted literary Braille: Questions containing only text are sent to an RBD. Questions containing text and images that an RBD cannot read are sent to a Braille embosser. **Math:** All test content is delivered in Nemeth Braille via a Braille embosser.	**Set in TIDE:** Yes **Location:** Embedded Accommodations **TIDE Label:** Emboss **Default:** None **Available options:** **ELA CAT**: stimuli and items **ELA PT**: stimuli and items **Math**: stimuli and items

*Emboss request type has been removed from the online braille settings table because it is no longer an available setting within TIDE. Online Braille tests with Emboss changed from the default will all be set to auto request.

Appendix A: Quick Reference Resources

The following resources are quick reference documents, to be used in conjunction with the *Guidelines*.

Accessibility Features Available to Students

This quick reference document lists all universal tools, designated supports, and accommodations available either embedded in the student secure browser, or non-embedded outside of the testing platform. Each accessibility support listed indicates it's availability by content and special use instructions (e.g., the online calculator is available for students in grades 6-8 and High School only), if applicable. For additional, detailed information see the accessibility supports listed in tables 1-7.

Primary audience: District Assessment Coordinators, School Test Coordinators, and Test Administrators

Materials Available by Assessment

This quick reference document lists the accessibility supports available by assessment. It is a quick way to check if the accessibility supports a student needs set in TIDE is available for the assessment the student is taking. It is also a good way for IEP and 504 teams to see what accessibility supports are available for students when developing the assessment sections of IEPs and 504 Plans.

Primary audience: District Assessment Coordinators, School Test Coordinators, and IEP teams

IEP/TIDE Crosswalk

OSPI recognizes that there may be naming differences between the tools, supports, and accommodations provided to students in daily instruction and those that are available for state assessments. The crosswalk was created to assist teachers in linking typical everyday classroom supports to the names of those supports available in TIDE.

Primary audience: Teachers and 504 and IEP teams

Accessibility Features Available to Students

		SBA Math	SBA ELA	WCAS Science
Universal Tools Embedded	Breaks	Yes	Yes	Yes
	Calculator (online only)	Grades 6–8, and HS		Yes
	Digital notepad	Yes	Yes	Yes
	English dictionary		Full write only	
	English glossary	Yes	Yes	Yes
	Expandable items and passages	Yes	Yes	Yes
	Global notes		PT only	
	Highlighter	Yes	Yes	Yes
	Keyboard navigation	Yes	Yes	Yes
	Line reader	Yes	Yes	Yes
	Mark for review	Yes	Yes	Yes
	Periodic table (online only)			Grades 8 and 11
	Spell check		Full write only	
	Strikethrough	Yes	Yes	Yes
	Thesaurus		Full write only	
	Zoom–student level	Yes	Yes	Yes
	Zoom–test level	Yes	Yes	Yes
Universal Tools Non-Embedded	Breaks	Yes	Yes	Yes
	English dictionary		Full write only	
	Periodic table			Grades 8 and 11
	Scratch and graph paper	Scratch and graph (required for grades 6–HS)	Scratch paper	Scratch and graph
	Spanish periodic table			Grades 8 and 11
	Technological assistance w/navigation			Yes
	Thesaurus		Full write only	
Designated Supports Embedded	Color contrast	Yes	Yes	Yes
	Hybrid masking tool	Yes	Yes	Yes
	Illustration glossaries	Yes		
	Masking	Yes	Yes	Yes
	Mouse pointer	Yes	Yes	Yes
	Streamlined interface mode	Yes	Yes	Yes
	Text-to-speech (student responses)	Yes	Yes	Yes
	Text-to-speech (test content)	Stimuli and items	CAT items; PT passages, stimuli, items	Stimuli and items
	Translations (dual language) Test Spanish	Yes		Yes
	Translated test directions	Yes		Yes
	Translations glossaries	Yes		Yes
	Zoom test level w/streamline	Yes	Yes	Yes

		SBA Math	SBA ELA	WCAS Science
Designated Supports Non-Embedded	Amplification	Yes	Yes	Yes
	Bilingual dictionary (word to word only)		Full write only	
	Color contrast	Yes	Yes	Yes
	Color overlays	Yes	Yes	Yes
	Illustration glossaries	Yes		
	Magnification device	Yes	Yes	Yes
	Medical supports	Yes	Yes	Yes
	Noise buffers	Yes	Yes	Yes
	Read aloud in English	Stimuli and items	CAT items; PT passages, stimuli, items	Stimuli and items
	Read aloud in Spanish	Yes		Yes
	Read aloud student	Yes	Yes	Yes
	Scribe	Yes	CAT and PT 1 only	Yes
	Separate setting	Yes	Yes	Yes
	Simplified test directions	Yes	Yes	Yes
	Translated test directions	Yes	Yes	Yes
Accommodations Embedded	American Sign Language (ASL)	Yes	Listening items only	
	Braille	Yes	Yes	
	Closed captioning		Listening items only	
	Print on demand	Yes	Yes	Yes
	Speech-to-text	Yes	Yes	Yes
	Text-to-speech (test content)		CAT passages, stimuli, items	
	Word Prediction	Yes	Yes	Yes
Accommodations Non-Embedded	100's number table	Yes		
	Abacus	Yes		Yes
	Alternate response options	Yes	Yes	Yes
	American Sign Language (ASL)			Yes
	Braille test booklet	Yes	Yes	Yes
	Calculator	Grades 6-8, and HS		Yes
	Large print test booklet	Yes	Yes	Yes
	Multiplication table	Yes		
	Read aloud in English		CAT passages, stimuli, items	
	Scribe		Full write only	
	Spanish test booklet	Dual language		Yes
	Speech-to-text	Yes	Yes	Yes
	Standard print test booklet	Yes	Yes	Yes
	Translations glossaries (paper tests)	Yes		Yes
	Word prediction	Yes	Yes	Yes

Materials Available by Assessment

	Universal Tools		Designated Supports		Accommodations	
	Embedded Tools	Non-embedded	Embedded	Non-embedded	Embedded	Non-embedded
Mathematics	Breaks Calculator Digital notepad English glossary Expandable items and passages Highlighter Keyboard navigation Line reader Mark for review Strikethrough Zoom	Breaks Graph paper Scratch paper	Color contrast Hybrid masking tool Illustration glossaries Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Translated test directions Translations (dual language) Test Spanish Translations glossaries Zoom w/streamline	Amplification Color contrast Color overlays Illustration glossaries Magnification device Medical supports Noise buffers Read aloud English Read aloud Spanish Read aloud student Scribe Separate setting Simplified test directions Translated test directions	American Sign Language (ASL) Braille Print on demand Speech-to-text Word prediction	100's number table Abacus Alternate response options Braille test booklet Calculator Large print test booklet Multiplication table Spanish test booklet Speech-to-text Standard print test booklet Translations glossaries (paper test) Word prediction
English Language Arts	Breaks Digital notepad English dictionary English glossary Expandable items and passages Global notes Highlighter Keyboard navigation Line reader Mark for review Spell check Strikethrough Thesaurus Zoom	Breaks English dictionary Scratch paper Thesaurus	Color contrast Hybrid masking tool Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Zoom w/streamline	Amplification Bilingual dictionary Color contrast Color overlays Magnification Medical supports Noise buffers Read aloud English Read aloud student Scribe Separate setting Simplified test directions Translated test directions	American Sign Language (ASL) Braille Closed captioning Print on demand Speech-to-text Text-to-speech (test content) Word prediction	Alternate response options Braille test booklet Large print test booklet Read aloud English Scribe Speech-to-text Standard print test booklet Word prediction
Science	Breaks Calculator Digital notepad English glossary Expandable items and passages Highlighter Keyboard navigation Line reader Mark for review Periodic table Spanish Periodic Table Strikethrough Zoom	Breaks Graph paper Periodic table Scratch paper Spanish Periodic Table Technological assistance with navigation	Color contrast Hybrid masking tool Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Translated test directions Translations (dual language) Test Spanish Translations glossaries Zoom w/streamline	Amplification Color contrast Color overlays Magnification Medical supports Noise buffers Read aloud English Read aloud Spanish Read aloud student Scribe Separate setting Simplified test directions Translated test directions	Print on demand Speech-to-text Word prediction	Abacus Alternate response options American Sign Language Braille test booklet Calculator Large print test booklet Spanish paper test booklet Speech-to-text Standard print test booklet Translations glossaries (paper test) Word prediction

IEP/TIDE Crosswalk

Accommodation Types	Accommodation Examples in IEP/504	Possible Aligned Supports Listed in TIDE
Presentation	Noise buffers; FM system; White noise machine	Amplification
	ASL; Live signing; ASL interpreter; Sign language	American Sign Language; ASL
	Present information in alternate formats; Present information visually	Audio transcriptions; Closed captioning
	Paper test; Printed materials	Braille; Braille paper test booklet; Large print test booklet; Standard print test booklet; Print on demand
	Color overlays; High contrast materials; Inverted colors	Color contrast; Color overlays
	Magnification; Enlarged print; Enlarged monitor; Increased or decreased font, graphics, or navigation tools; Low vision devices	Magnification; Zoom; Mouse pointer
	Line tracker; Mask	Masking; Line reader; Hybrid masking tool
	Is a setting that allows use of an AT device; May see specific software/programs listed, ex. Franklin Speller.	Permissive mode
	Simplified format; Simplified materials	Streamline
	Repeat and clarify directions; Modify/model directions; Rephrase directions; Give short, concise directions; Give extra time to process information; Repeat directions in more than one way	Simplified test directions
	Read aloud; Audio; Human reader; Auditory presentation of information	Text-to-speech; Read aloud
Translation	Human translator; Translation; Presentation in student's native language; native language supports	Bilingual dictionary; Read aloud Spanish; Translated test directions; Translations (dual language) Test Spanish; Translation glossaries
Response	Math tools; Manipulatives; Visual math supports	100s table; Abacus; Calculator; Multiplication table
	Assistance with technology	Keyboard navigation
	Adapted keyboards; Large keyboard; Sticky keys; FilterKeys; Adapted mouse; Touch screen; Headwand; Switches	Alternate response options
	Pop-up glossaries; Picture glossary	English glossary, Illustration glossaries
	Dictation; Transcription; Software specific speech-to-text	Speech-to-text; Scribe
	Spelling; grammar check	Spell check
	May see specific software/programs listed	Word prediction
Setting	Reduce environmental distractions;	Noise Buffers
	Test in familiar environment; 1:1 setting; Small group; Preferential seating; Reduce environmental distractions; Separate location	Separate setting
Other	Allow breaks during testing	Breaks
	Allow student cell phone to monitor medical issue; requires medical monitoring device.	Medical device

Appendix B: Non-standard Accommodation Request Process

Addressing the Unique Access Needs of Students

OSPI may issue temporary approvals (e.g., one assessment administration), on an individual basis, for unique student accessibility need. OSPI will evaluate formal requests for accessibility need and determine whether or not the request conflicts with the measurement construct.

The *Guidelines on Tools, Supports, and Accommodations* provides information on the allowable designated supports and accommodations for state assessments. These are intended to provide maximum access to the assessments, giving students eligible to receive special education or 504 services the opportunity to demonstrate their knowledge and skills on the Smarter Balanced, WCAS, and WIDA assessments.

Washington recognizes that there are unique circumstances in which a student with a documented disability may require an accommodation or support that is not detailed in these *Guidelines* to access the assessment. If a student's IEP or 504 plan documents the need for an accommodation or designated support that is not addressed within these *Guidelines*, the student's IEP team or educator may request that the DAC submit a *Non-standard Accommodation Request* to the state. Districts can submit *Non-standard Accommodations Requests* for Smarter Balanced, WCAS, and WIDA assessments, when applying for more than one assessment, each assessment must be addressed separately.

The *Non-standard Accommodation Request* is now available in the Assessment Reporting Management System (ARMS).

All non-standard accommodations and designated supports are subject to approval by the Office of Superintendent of Public Instruction (OSPI). Approvals are only valid for the test administration (2022–23 school year) listed on the request.

Appendix C: Frequently Asked Questions

Overview

The following FAQ may be used by districts to ensure understanding among staff and schools regarding the universal tools, designated supports, and accommodations available to students. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of these *Guidelines*.

The FAQ is organized into four sections. First are general questions. Second is a set of questions about specific universal tools, designated supports, and accommodations. Questions that pertain specifically to multilingual learners (MLs) comprise the third section of the FAQ, and questions that pertain specifically to students with disabilities comprise the fourth section.

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

   Universal Tools are accessibility features that are available to all students based on student preference and selection.

   Designated Supports are accessibility features that are available for use by any student (including multilingual learners, students with disabilities, and multilingual learners with disabilities) for whom the need has been indicated by an educator (or team of educators including parents or guardians and the student, when appropriate) who is familiar with the student's characteristics and needs.

   Accommodations are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The *Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP), 504 plan, or similar learning plan. They do not reduce expectations for learning.

   Universal tools, designated supports, and accommodations may be either embedded in TDS (the test platform) for students or provided outside the test platform as non-embedded.

   Table 8. Are Tools Available for My Student?

Category	All Students	Multilingual Learners (MLs)	Students with Disabilities	MLs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes (see note)	Yes (see note)	Yes	Yes
Accommodations	No	No	Yes	Yes

   Note: *Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

2. **What is the difference between embedded and non-embedded accessibility? How might educators decide what is most appropriate?**

   Embedded versions of the universal tools, designated supports, and accommodations are provided within the Test Delivery Systems (TDSs)

student secure browser as a programmed feature. Non-embedded versions are provided at the local level outside of the student secure browser. The choice between embedded and non-embedded accessibility supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with each feature.

3. **Under which conditions may a state elect not to make available to its students an accommodation that is allowed by Smarter Balanced?**

   Smarter Balanced acknowledges the careful balance needed between standardization across member states and individual state autonomy. To maintain this balance, individual states may elect not to make available an accessibility feature if there is a conflict with the member state's laws, regulations, or policies.

4. **Can consortia member states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?**

   Yes, but only under specific circumstances. To address emergent issues that arise at the local level, authorized staff in member states will have the authority to approve temporary unique testing conditions for individual students. Because it is unknown whether a temporarily provided universal tool, designated support, or accommodation actually belongs in the defined categories, all such temporary testing conditions are considered to be unique decisions. Authorized state staff includes only those individuals who are familiar with the constructs to be measured by the applicable assessment, so students are not inadvertently provided with universal tools, designated supports, or accommodations in violation of the test designs. The unique accommodations approved by Washington through the *Non-standard Accommodation Request* Process for individual students is submitted to Smarter Balanced as part of an annual review process. Temporary unique accommodations accepted by Smarter Balanced may be incorporated into official guidance released in a subsequent year.

5. **Where can a person go to get more information about making decisions on the use of designated supports and accommodations?**

   Aside from the abridged information in this document and the referenced CCSSO document that is the foundation for the identified 5-Step process, additional information on practices that can be applied to the decision-making for student accessibility can be found on the WCAP portal or on the Smarter Balanced website.

6. **Who is supposed to input information about designated supports and accommodations into the TIDE? How is the information verified?**

   Generally, a school or district will designate a person to enter information into TIDE. Often this person is a School Test Coordinator. The settings can be verified by the teacher and student by having the student log into a practice or training test using the secure browser. When the student gets to the **You Are Almost Ready to Begin Your Test** screen, have the student click the **View Test Settings** button. Another screen opens, listing all the embedded tools and showing what is set for the student. Some settings (like color contrast) will turn on during the login process, while the rest of the settings can be verified in the list or by continuing into the practice or training test and trying the tools with the questions.

7. **What happens if the accommodations presented in a student's IEP or 504 plan do not match any of the accommodations listed in these Guidelines?**

   IEP and 504 teams should consider accommodations a student needs and if it is decided that a specific accommodation is needed that is not included in this guidance document, the team should submit a *Non- Standard Accommodation or Designated Support Request* to the state. The state will evaluate whether the proposed accommodation or designated support poses possible violation to the constructs measured by the

applicable assessment. Based on this evaluation, the state will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a Smarter Balanced committee for consideration and possible recommendation for future incorporation of new features into the *Guidelines*.

8. **What is the process and timeline for updating and making changes to the accessibility guidance?**

   Smarter Balanced asks members to request changes to the governing documents once each year. The process for making changes is initiated through a survey administered in the winter. States submit requests via the survey, and upon collecting the results, Smarter Balanced engages a process of examining available research, soliciting feedback from external experts and advisory committees, and discussing requests with the respective standing committee. Any new policy and/or change to existing policy the committee recommends is brought to the Smarter Balanced governance group for a vote. If accepted the consortium guidance document for ELA and math is updated during the spring for the next school year. OSPI staff, including the science assessment team, work through a process to determine if the update or change from Smarter Balanced should also apply to the Washington Comprehensive Assessment of Science (WCAS). The goal is to keep the test settings as consistent as possible across the student testing experience. OSPI then works with our test delivery vendor to determine how and when to implement the updates and changes within our ELA, math, and science tests.

9. **Why are calculators only allowed in Smarter Balanced math assessments grades 6–8 and HS?**

   The Mathematics K-12 Learning Standards in grades 3-5 are grounded in computational fluency and how students use strategies to solve problems involving mathematical operations. As a result, providing calculators in grades 3-5 prohibits the opportunity to assess students' skills of how those operations are used within each grade level.

   Additionally, as student progress through grades 6-HS, there are additional concepts for which students are asked to demonstrate their understanding of more advanced mathematical operations across a variety of standards. Similar to grades 3-5, calculators for some questions in grades 6-HS prohibits the opportunity to assess students' skills of how those operations are used with respect to the specific standard that is being assessed by the question.

10. **What is the difference between an item, stimuli and passage?**

    An item is the question the student answers or responds to. An item includes the question, answer options, answer space, etc. Items may have one or more parts (e.g., Part A, Part B). In the math CAT and parts of the ELA CAT and science tests, one item shows on the screen at a time and fills the entire width of the screen. In the math PT, ELA PT, and parts of the ELA CAT and science tests, more than one item can display on the screen at the same time, and the item will display on the right-hand side of a split screen.

    A stimuli is what a student will see on the left-hand side of the screen when the screen is split. Stimulus materials are used to provide context for assessing the knowledge and skills of students. These stimuli are diverse. They can be informational or narrative texts for students to read; audio presentations for students to listen to; simulated web pages for students to use for research; or problem-solving scenarios to react to. Students interact with the stimuli first and then respond to the associated items on the right side of the screen. Stimuli appear in the math PT, ELA PT, and parts of the ELA CAT and science tests.

    A passage is the informational or narrative text stimuli which students read in the ELA CAT. Students then answer questions based on that passage which target the reading learning standards.

Universal Tools and Designated Supports FAQs (Available for all Students)

11. **Is the digital notepad universal tool fully available for ELA, math and science? Will a student's notes be saved if the student takes a 20 minute break?**

    The digital notepad is available on all items in ELA, math, and science. If the break exceeds 20 minutes, the notes will not be available to the student because they will not be able to return to the items the saw before they break.

12. **For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?**

    No. Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

13. **For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?**

    If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that screen. However, students do lose access to any information highlighted on a previous screen.

14. **How are students made aware that the math universal tools (e.g., calculator) are available when moving from item to item?**

    Tools that are available in the student secure browser toolbar (e.g., calculator) will appear in the toolbar when they are available. If the tool is available in the item context menu (e.g., highlighter) the student needs to select the context menu to see that it is available. Students should be given an opportunity to learn about all the Universal Tools by taking a training or practice test with a teacher guiding them through the use of each tool.

15. **How are students made aware that the spell check universal tool for ELA is available when moving from item to item?**

    The spell check button appears with other common editing tools (e.g., copy, paste, cut) within the answer box.

16. **For the zoom universal tool, is the default size specific to certain devices?**

    The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification, which is a non-embedded designated support.

17. **For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?**

    Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it, if available.

18. **For the mark for review universal tool, will selections remain visible after a 20 minute break?**

    No. If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

19. **Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?**

Yes. If an adult (or team) determines that a universal tool might be distracting or that students are unable to use them, most of the universal tools can be turned off in TIDE. This information must be set in TIDE prior to test administration.

FAQs Pertaining to Multilingual Learners (MLs)

20. How are the language access needs of MLs addressed in these Guidelines?

The language access needs of MLs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries for full writes and English glossaries, and designated supports such as translated test directions and translated glossaries. If the ML also has a 504 Plan or IEP they may have accommodations such as the paper-pencil Spanish math and science tests.

21. What languages are available to MLs in Text-to-Speech?

Text-to-speech is currently available only in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

22. For which content areas will Smarter Balanced provide translation supports for students whose primary language is not English?

For the listening portion of the English language arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered through the Test Delivery System (TDS).

For math, the test supports full translations in American Sign Language and Spanish (with Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

For science (which is not a Smarter Balanced assessment), the test supports full translations Spanish (referenced as dual language translations in Spanish with Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

For all tests, Washington provides translations of the direction given to students as they log into the online tests. Translations are provided on the WCAP Portal in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. If a student needs these directions translated into another language, school districts can use the English template as the basis of that translation.

23. Does a student need to be identified as a multilingual learner in order to receive translation and language supports? What about International Education Exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as a multilingual learner (ML). International Education Exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

24. For the translated test directions designated support, what options are available for students who are advancing toward English language

proficiency and need support with understanding test directions? Can a human reader provide directions in the native language?

If a student would benefit from a read aloud/text-to-speech designated support in another language, then the test directions should be provided in that other language. The reader or non-embedded text-to-speech device should be able to provide the directions in the student's language without difficulty due to accent or register.

Translated test directions for ELA, math, and science are available in the following languages: Arabic, Burmese, Cantonese, Filipino, Hmong Green, Hmong White, Korean, Mandarin, Punjabi East, Punjabi West, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

25. **How is the translations glossaries non-embedded designated support different from the bilingual dictionary?**

    The translations glossaries non-embedded designated support includes the same information for students using the paper-pencil test as is provided for students taking the online test. The translation of the terms is context-specific and grade-appropriate.

    Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translation glossaries include audio support.

FAQs Pertaining to Students with Disabilities

26. **Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?**

    No, the embedded ASL accommodation is not available on any ELA items that are not part of the listening claim.

27. **Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?**

    Smarter Balanced consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality of different formats. If local administrators believe a need exists to use a sign format other than ASL, administrators will need to work through the *Non-standard Accommodation or Designated Support Request* process.

28. **What options do districts have for administering state assessments to students who are blind?**

    Students taking the braille assessment online will have access to either refreshable braille available for ELA or embosser-created braille for available ELA and math. Text-to-speech is also available and can be used in conjunction with embedded braille. Students should participate in decisions about accommodation preference and can make modifications if they find a feature distracting. Accommodated braille paper tests are available for ELA, math, and science. Read aloud is available can be used in conjunction with the accommodated form.

29. **Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?**

    An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

30. **For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?**

    The method of recording student responses depends on documentation in the IEP or 504 plan. After recording responses on the paper version, the student could enter responses into the computer or a trained scribe could enter responses into the computer. Scribes who enter student responses into the computer must be trained in the *Scribing Protocols for Washington State Assessments* and sign a *Test Security Staff Assurance* form.

31. **How are Assistive Technology (AT) devices certified for use with the state assessments?**

    AT device manufacturers may use the practice and training tests, through the secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the secure browser practice test to evaluate devices to ensure their functions are consistent with those allowed in these *Guidelines*.

Appendix D: Glossary

Glossary

Abacus: Also called a counting frame, an abacus is a manual computing device used for performing arithmetic processes. Abaci usually consist of a frame holding parallel rods strung with movable beads.

Accommodations: Changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. They do not reduce expectations for learning.

Alternate Assessments: Testing instruments used to evaluate the performance of students who are unable to participate in regular state assessments even with accommodations. Washington's Access to Instruction and Measurement (WA-AIM) is the state's alternate assessment for ELA, math, and science, and is designed specifically for students with the most significant cognitive disabilities to participate in the state accountability system. Students must meet criteria to participate. The WIDA Alternate ACCESS is used to assess the language proficiency for multilingual learners (MLs) with the most significant cognitive disabilities.

American Sign Language (ASL): A complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard of hearing.

Assistive Technology (AT): Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities. For additional information visit https://www.specialedtechcenter.org/.

Braille: A system of raised dots that can be read with the fingers by people who are blind or who have low vision.

Designated Supports: Accessibility features that are available for use by any student (including multilingual learners, students with disabilities, and multilingual learners with disabilities) for whom the need has been indicated by an educator (or team of educators including parents or guardians and the student, when appropriate) who is familiar with the student's characteristics and needs.

Disability: According to the Individuals with Disabilities Education Act (IDEA) 2004, the term "child with disability" means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, needs special education and related services. Children with disabilities who qualify for special education are also automatically protected by Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). However, all modifications that can be provided under Section 504 or the ADA can be provided under the IDEA if included in the student's IEP.

Glossary

Disability (Section 504): Under Section 504 of the Rehabilitation Act of 1973, a person with a disability is any person who (1) has a physical or mental impairment which substantially limits one of more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. An impairment need not prevent or severely or significantly restrict a major life activity to be considered substantially limiting. Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and "major bodily functions," such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Every Student Succeeds Act (ESSA): Is the most recent reauthorization of the Elementary and Secondary Education Act as of 2015.

Exempt Students: Multilingual learners (MLs) who first enrolled in a U.S. public school within the past 12 calendar months are not required to take the ELA state assessment. Multilingual learners (MLs) new to the U.S. are required to take the math and science state assessments.

Guidelines for Accessible Assessments (GAAP): The goal of GAAP was to develop research-based sign guidelines that can be used across states, consortia, and assessment vendors to produce reliable and valid signed representations of assessment items and tasks for students who communicate using sign language.

Individuals with Disabilities Education Act (IDEA): Is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of qualifying students eligible to receive special education or 504 services, from ages three through 21, in cases that involve 14 specified categories of disability. In defining the purpose of special education, IDEA 2004 clarifies Congress' intended outcome for each child with a disability: students must be provided a Free Appropriate Public Education (FAPE) that prepares them for further education, employment, and independent living.

Individualized Education Program (IEP): A federally required document for any student with a disability that outlines the resources and services a student needs in order to access the curriculum. Developed, reviewed, and revised by an IEP team in accordance with both the IDEA 2004 and Washington state law.

Item: The questions or stems that initiate the responses students provide on tests. The items are the elements of the test that are scored.

Passages: The embedded informational or narrative text associated with ELA items that provide the context, information, and details that students use in responding to reading items.

Permissive Mode: Is a feature in TIDE that must be enabled to use non-embedded assistive technology (AT). When permissive mode is enabled, students can use accessibility software in addition to the secure browser. The permissive mode feature will allow other windows to float on top of the secure browser and essentially lower the security on the machine to allow the two pieces of software to inter-operate– for example, Speech-to-Text software. Permissive Mode becomes enabled when the student is approved for testing. Students who have the Permissive Mode setting enabled must *not* continue with the login process until their accessibility software is correctly configured or they will have to log out and resume the login process. Permissive Mode is relaxed enough for the students to use the AT that they would typically use for other activities. We recommend that students have ample practice with the software before testing and that they use the secure practice/training tests or interims to ensure that they are able to navigate the test.

Reliability: Refers to the consistency of measurements.

Section 504: Of the Rehabilitation Act of 1973 is a federal law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Section 504 regulations require public school districts that receive Federal financial assistance to provide a "Free Appropriate Public Education" (FAPE) to each qualified student with a disability within the district's jurisdiction, regardless of the nature or severity of a student's disability. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met.

Section 504 Plan: A student with a 504 plan qualifies a student with a disability under Section 504 of the Rehabilitation Act of 1973. A section 504 plan describes any services or accommodations that a school will provide to alleviate the impact of a student's disability on his or her education. A student eligible under Section 504 may or may not meet the eligibility criteria for special education under the IDEA if the student can be accommodated without the need for specially designed instruction. A 504 plan is not an Individualized Education Program (IEP) as is required for students in special education.

Significant Cognitive Disabilities: A student eligible for and receiving special education services who has a significant cognitive challenge and requires intensive, highly individualized, specially designed instruction and who by reason of their disability, require multiple opportunities to acquire and generalize knowledge and skills.

Smarter Balanced Assessments (SBA): Are aligned to Washington K–12 Learning Standards in English language arts/literacy (ELA/literacy) and math for grades 3–8 and 10. The assessments includes both summative assessments for accountability purposes and optional interim assessments Tools, supports and accommodations set for the summative assessments will also be available in interim assessments. For additional information visit: Smarter Balanced Assessments.

Special Education Services: Specially designed instruction, at no cost to parents, to meet the unique needs of a student eligible for special education, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. A student receiving special education services is an eligible student who has been identified through a comprehensive evaluation as having a disability which adversely affects the educational performance of said student, therefore resulting in the student needing specially designed instruction.

Glossary

Stimuli: Materials that are used to provide context for test items. Examples: a reading passage, an audio presentation, a description of a science experiment, or a problem to solve using geometry skills. In online tests, the stimuli appear on the left-hand side of the screen. Students interact with the stimulus first and then respond to associated items, which show on the right-hand side of the screen.

Streamlined Interface Mode: Removes the split-screen usually seen in the ELA and science test. It modifies the layout content to be vertical, with the stimulus displayed first with the items following below and optimizes and increases overall white space.

Universal Tools: Accessibility features that are available to all students based on student preference and selection.

Validity: The extent to which a test measures what it is supposed to measure.

Washington Comprehensive Assessment of Science (WCAS): Measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K–12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). All students are assessed on their knowledge of the standards through the WCAS in grades 5, 8, and 11. The tests fulfill the federal Every Student Succeeds Act (ESSA) requirement that students be tested in science once at each level: elementary, middle, and high school.

Writing Prompt: The task given to students in part 2 of the ELA PT. The prompt for the full write should be viewed in the same manner as an item in the math, science, or remainder of the ELA assessment.

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State Curriculum and Assessment, And Relevant Federal and State Legislation Resources

Washington K–12 Learning Standards

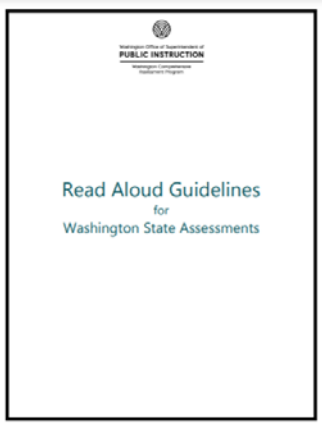
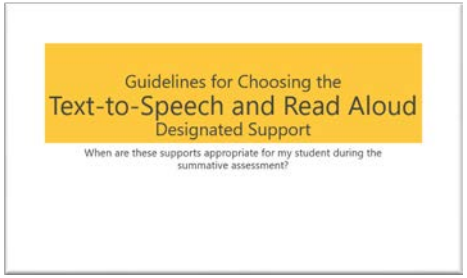
Individuals with Disabilities Education Act of 2004 (IDEA) Rule for the Provision of Special Education WAC 392-172A Section 504 of the Rehabilitation Act 1973

Washington Comprehensive Assessment Program

State Transitional Bilingual Instructional Program Discrimination Prohibition

Equal Educational Opportunity

Documents and Websites Referenced

Resource	Description
	**Read Aloud Guidelines and Scribing Protocol** The *Read Aloud Guidelines* provides instructions for test readers who provide oral presentation of the assessment text to eligible students. *Scribing Protocol for Washington State Assessments* provides instructions for adults who enter student responses to the assessment questions for eligible students. **Location:** https://wa.portal.cambiumast.com > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information **Web address:** **Read Aloud Guidelines:** https://wa.portal.cambiumast.com/resources/tams-and-scripts/read-aloud-guidelines **Scribing Protocol:** https://wa.portal.cambiumast.com/resources/wa-guidelines/scribing-protocol
	**Guidelines for Choosing the Text-to-Speech and Read Aloud Designated Support** This presentation outlines the questions educators should consider when deciding whether the text-to-speech/read aloud designated support is an appropriate support for a student. Parent/guardian and student questionnaires are also available. **Companion documents available:** Documentation of Possible Need for TTS/ Read Aloud Designated Support (cambiumast.com) Text-to-Speech/Read Aloud Parent/Guardian Questionnaire (cambiumast.com) Text-to-Speech/Read Aloud Student Questionnaire (cambiumast.com) **Location:** https://wa.portal.cambiumast.com > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information **Web address:** https://wa.portal.cambiumast.com/resources/wa-guidelines/guidelines-for-choosing-the-text-to-speech-and-read-aloud-designated-supports

Resource	Description
	**CCSSO Accessibility Manual** How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of all Students **Web address:** CCSSO Accessibility Manual |
	**Try Out Speech to Text** The Try Out Speech-to-Text document provides the what, who, when, and where information, as well as the instructions for logging into a practice session to try out the Speech-to-Text embedded accommodation. **Location:** https://wa.portal.cambiumast.com > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information **Web address**: https://wa.portal.cambiumast.com/resources/wa-guidelines/try-out-speech-to-text
	**Try Out Print on Demand** The Try Out Print on Demand document provides the what, who, when, and where information, as well as the instructions for logging into a practice session to try out the Print on Demand embedded accommodation. **Location:** https://wa.portal.cambiumast.com > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information **Web address:** https://wa.portal.cambiumast.com/resources/wa-guidelines/try-out-print-on-demand