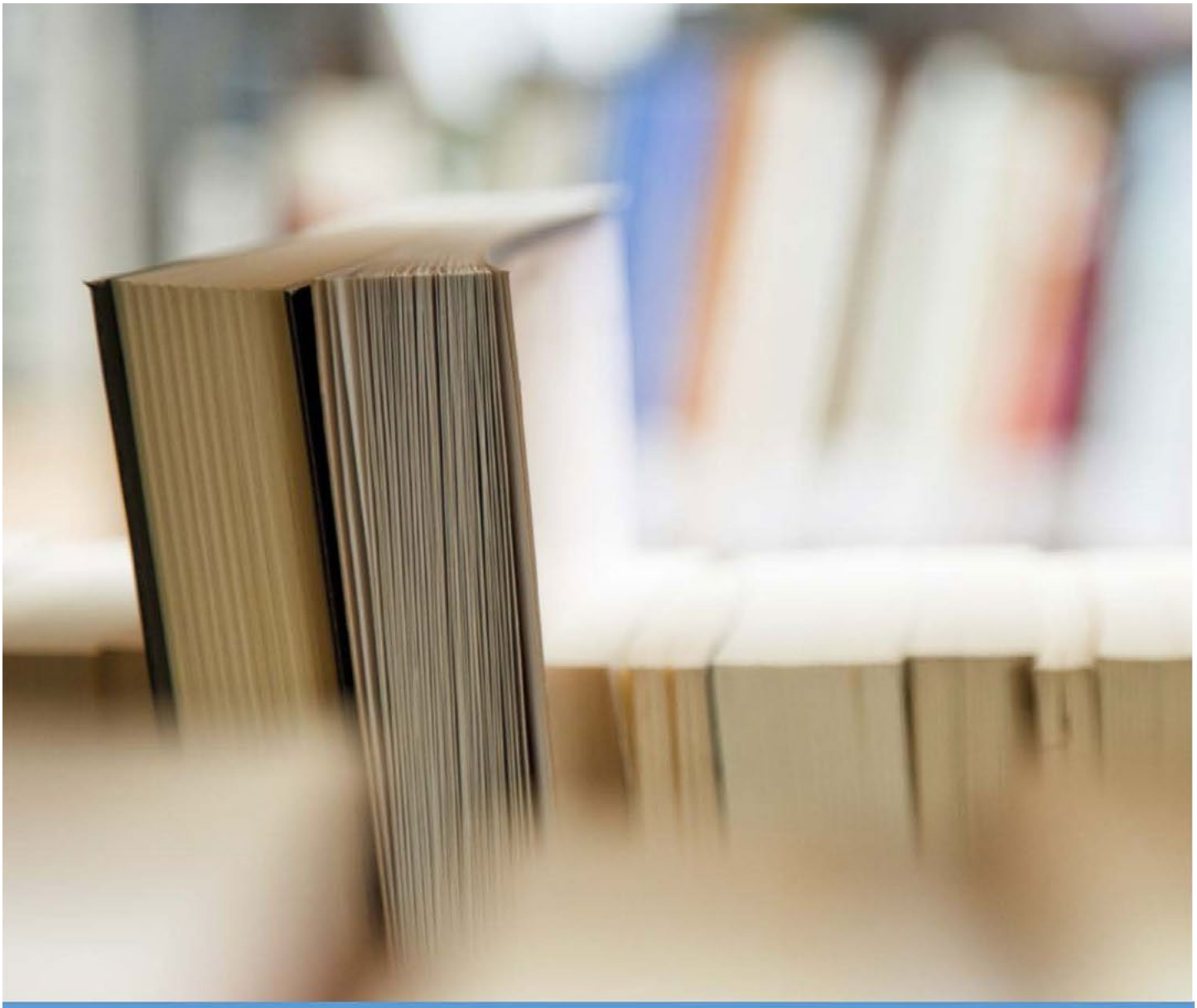


Guidelines on Tools, Supports, & Accommodations

For State Assessments

January 27, 2016 *(revision log Page 82)*

Office of Superintendent of Public Instruction

2015–16

GTSA

Office of Superintendent of Public Instruction

Old Capitol Building

P. O. Box 47200

Olympia, WA 98504-7200

This document is available online at **www.http://wa.portal.airast.org/**.
This material is available in alternate format upon request. Document 14-0096
Contact the Resource Center at (888) 595-3276, *TTY* (360) 664-3631.

Copyright © 2015–16 by the Office of Superintendent of Public Instruction, Olympia, Washington.

Portions of the materials included in this document are provided, in whole or part, by the Smarter Balanced Assessment and English Language Proficiency Assessment of the 21st Century (ELPA21) Consortiums to support the Office of Superintendent of Public Instruction in implementing Washington's state assessment system, a part of which includes use of the assessments developed by the Smarter Balanced Assessment and ELPA21 Assessment Consortiums. The original Smarter Balanced and ELPA21 documents were aided through assistance and input from the National Center on Educational Outcomes.

As a member of Smarter Balanced and ELPA21, the Office of Superintendent of Public Instruction has authorization to make available all content within this document for reproduction and distribution for educational purposes without permissions.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. For questions and complaints of alleged discrimination, contact OSPI's Equity and Civil Rights Director (Title IX/Section 504 Coordinator) at (360) 725-6162/TTY: (360) 664-3631 or P.O. Box 47200 Olympia, WA 98504-7200.

TABLE OF CONTENTS

Structure of This Document	**1**
Acronyms	**2**
Introduction	**3**
Purpose of the 2015-16 Guidelines	3
Intended Audience and Recommended Use	4
Recognizing Access Needs in All Students	4
Intention of this Document	8
Key Changes to the 2015–16 Guidelines	9
Section I: Universal Tools	**10**
What Are Universal Tools?	10
Embedded Universal Tools	10
Non-Embedded Universal Tools	14
Paper-Pencil Universal Tools	16
Section II: Designated Supports	**18**
What Are Designated Supports?	18
Who Makes Decisions About Designated Supports?	18
Embedded Designated Supports	18
Non-Embedded Designated Supports	23
Paper-Pencil Designated Supports	29
Section III: Accommodations	**30**
What Are Accommodations?	30
Who Makes Decisions About Accommodations?	30
Embedded Accommodations	30
Non-Embedded Accommodations	34
Paper-Pencil Accommodations	38

Policies, Laws, & Practices	**40**
Test Security Protocols	40
Professional Standards and Ethical Testing Practices	40
Issues Related to Fair and Ethical Assessment Administration	41
Evaluating and Improving the Use of Accessibility Features	41
Planning for Tools, Supports, Accommodations, and Coordinating Testing Logistics	42
Appendices	**43**
Appendix A: Summary of Smarter Balanced, EOC, HSPE, MSP Tools, Supports, and Accommodations	44
Appendix B: Summary of ELPA21 Tools, Supports, and Accommodations	46
Appendix C: Scratch Paper Log for ELPA21	47
Appendix D: Read-Aloud, Test Reader Guidelines—English and Translation	48
Appendix E: Translated Mathematics Style Guide	59
Appendix F: Scribing and Transcribing Guidelines	61
Appendix G: Frequently Asked Questions	65
Appendix H: Glossaries	74
Resources	**80**
Revision Log	**82**
Acknowledgments	**83**

Structure of This Document

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

Introduction: This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations.

Section I: This section features the universal tools available on assessments to all students.

Section II: This section features the designated supports available on assessments.

Section III: This section features the accommodations available on assessments to students receiving services.

Policies, Laws, and Practices: This section covers topics related to maintaining test security, validity, professional standards, ethical testing pratice, and reliability associated with administering state assessment and implementation of the accessibility features.

Appendices: This section provides a variety of summarizing, implementation guidelines, and clarifying information.

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

Revision Log: This section will be used to identify any changes that may be necessary in this guide.

Acknowledgements: This page features the units within OSPI that have provided guidance on information within these guidelines.

Acronyms

- **AAM:** ELPA21 Accessibility and Accommodations Manual
- **AIR:** A-I-R American Institutes for Research
- **ASL:** American Sign Language
- **AT:** Assistive Technology
- **CAA:** Certificate of Academic Achievement
- **CAT:** Computer Adaptive Test
- **CCSS:** Common Core State Standards
- **CEDARS:** Comprehensive Education Data and Research System
- **CIA:** Certificate of Individual Achievement (IEP required)
- **DA:** District Administrator
- **DC:** District Test Coordinator
- **DFA:** Directions for Administration
- **EALRS:** Essential Academic Learning Requirements
- **EDS:** Education Data System
- **ELA:** English Language Arts
- **ELLs:** English language learners
- **ELP:** English Language Proficiency
- **ELPA21:** English Language Proficiency Assessment for the 21st Century
- **EOC:** End-of-Course
- **ESEA:** Elementary and Secondary Education Act
- **HSPE:** High School Proficiency Exam
- **IDEA:** Individuals with Disabilities Education Act
- **IEP:** Individualized Education Program
- **ISAAP:** Individual Student Assessment Accessibility Profile by Smarter Balanced
- **GLEs:** Grade Level Expectations
- **GTSA:** Guidelines on Tools, Supports, & Accommodations
- **ISR:** Individual Score Report
- **MSP:** Measurements of Student Progress
- **NAEP:** National Assessment of Educational Progress
- **NCLB:** No Child Left Behind Act
- **NGSS:** Next Generation Science Standard
- **ORS:** Online Reporting System
- **OSPI:** Office of Superintendent of Public Instruction
- **PNP:** Personal Needs Profile provided by ELPA 21
- **PT:** Performance Task
- **RCW:** Revised Code of Washington
- **SC:** School Test Coordinator
- **SEA:** State Education Agency
- **TA:** Test Administrators (Proctors)
- **TAM:** Test Administration Manual
- **TBIP:** Transitional Bilingual Instructional Program
- **TDS:** Test Delivery System
- **THSS:** Teacher Hand Scoring System (Interims)
- **TIDE:** Test Information Distribution Engine
- **UAAG:** Smarter Balanced Usability, Accessibility, and Accommodations Guidelines
- **WA-AIM:** Washington Access to Instruction & Measurement
- **WAC:** Washington Administrative Code
- **WAMS:** Washington Assessment Management System
- **WCAP:** Washington Comprehensive Assessment Program

Introduction

Purpose of the 2015–16 Guidelines

As Washington looks to implement assessments, various supporting guidelines will require transition to better align with new and expected administration protocols. To that end, Washington has adopted the *Usability, Accessibility, and Accommodations Guidelines* (UAAG)created by the Smarter Balanced Consortium and the Accessibility and Accommodations Manual (AAM) created by the English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium, enacting state-specific adjustments particular to the Measurements of Student progress (MSP), biology End-of-Course (EOC), and High School Proficiency Exam (HSPE) administrations (paper-pencil and/or online).

Washington, in acknowledging the depth of process and the design tenets employed by Smarter Balanced and ELPA21 to provide every student with a positive and productive assessment experience, leading to results that are a fair and accurate estimate of each student's achievement, is providing a comprehensive set of accessibility guidelines for implementation in state testing. In doing so, Washington is leveraging the efforts taken by Smarter Balanced and ELPA21 in building a framework of accessibility for all students, including English language learners (ELLs), students with disabilities, and English language learners with disabilities, but not limited to these groups. In the process of developing next-generation assessments measuring students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced and ELPA21 recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed, based on the constructs measured by the assessment; in turn, Washington State desires to emulate these approaches through the use of these same guidelines where it applies to other state testing. This document is developed through the concerted undertaking of Smarter Balanced and ELPA21 members, and Washington uniquely, where state-specific testing warranted, in an effort to guide and support the selection and administration of universal tools, designated supports, and accommodations.

Washington's transition to the Smarter Balanced and ELPA21 assessments based on the Common Core State Standards (CCSS) requires attention to several areas for aligning testing protocols to new measurement constructs. These transitions will apply to the guidelines the state implements as accessibility features. The universal tools, designated supports, and accommodations that are appropriate for these assessments may be different from those that members allowed in the past. For the secure summative assessments provided as part of the Smarter Balanced and ELPA21 systems, a state can only make available to students the universal tools, designated supports, and accommodations that are included in the Smarter Balanced UAAG and ELPA21 AAM (incorporated in this set of state guidelines). Members may elect not to make available to its students, any universal tool, designated support, or accommodation that is otherwise included in the guidelines when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a members law, regulation, or policy, but a state is not to relax the protocols associated with an accessibility feature or to add new features.

When identifying the appropriate accessibility features for students, it is important to evaluate whether a student needs greater aid in accessing the assessment. The goal of selecting appropriate accessibility features is to allow the student improved interaction with the assessment and an opportunity to enhance the demonstration of skills and knowledge of the content. There will be accessibility features used within the classroom for instructional purposes, but only those identified in the member's guidelines, and under the applicable criteria, should be used on state assessments.

The purpose of the *Guidelines on Tools, Supports, & Accommodations* (GTSA) for state assessments is to:

- Assist schools in providing students with the best opportunity to show what they know within the state assessment environment.
- Make information available to assessment staff and other administrators who oversee the decisions that are made in instruction and assessments.
- Provide assessment staff and administrators with a way to evaluate the effectiveness of assessment accommodations.
- Ensure that a uniform process is followed for administrating the provision of accommodations for eligible students.

This document identifies assessment accessibility features for eligible students designed to improve student interaction with state assessments. The expectation is that improved interaction will result in better confidence in the inferences made about students regarding the content knowledge without compromising the validity of the testing instrument. The accessibility features in this document have been approved by the Office of Superintendent of Public Instruction (OSPI) and include those approved, within the constraints where delineated, for all state testing.

Student access to the state assessments falls into a matrix of three categories and two delivery methods.

- The categories are: (1) universal tools, (2) designated supports, and (3) accommodations.
- The delivery methods are: (1) embedded, meaning built into the computer-based test delivery system or (2) non-embedded, meaning the technology either does not support integration into the computer-based test delivery system or because of the testing format (i.e., paper-pencil) the accessibility feature must be provided separate from the testing instrument.

Intended Audience and Recommended Use

These guidelines are intended for district and school-level personnel and decision-making teams, including Individualized Education Program (IEP) teams, as they prepare for and implement state assessments. These guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.

The guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The guidelines apply to all students, emphasizing individualized approaches to the implementation of assessment practices for those students who have diverse needs while participating in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the content assessments of English language arts/literacy, mathematics (math), and science, as well as the state's English language proficiency assessment. This document also acknowledges the unique situation where the mode of testing (computer-based versus paper-pencil) needs to be addressed. At the same time, it supports important instructional decisions about accessibility for students who participate in the state assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessments. Professional development materials that support the guidelines and this critical instruction-assessment link will be available through the WCAP Portal: http://wa.portal.airast.org/ and the state's website: http://www.k12.wa.us/assessment/StateTesting/default.aspx. These guidelines also are supported by the members and state's *Test Administration Manuals*.

Recognizing Access Needs in All Students

All students (including students with disabilities, English language learners, and English language learners with disabilities) are to be held to the same expectations for participation and performance on state assessments. Specific information to support the available assessments by grade and student eligibility is available at: http://www.k12.wa.us/assessment/StateTesting/timelines-calendars.aspx. As an example, all students enrolled in grades 3-8 and 11 are required to participate in the state's mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (*approximately 1% or fewer of the student population*).

All students enrolled in grades 3-8 and 11 are required to participate in the state's English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (*approximately 1% or fewer of the student population*).
- English language learners who are enrolled for the first year in a U.S. school. These students are still required to participate in their state's English language proficiency assessment.

Figures 1 and 2 on the following page, represent the conceptual models that serve as the basis for the Smarter Balanced UAAG and the ELPA21 AAM, respectively. Washington's GTSA incorporate these models. Smarter Balanced and Washington's universal tools, designated supports, and accommodations are

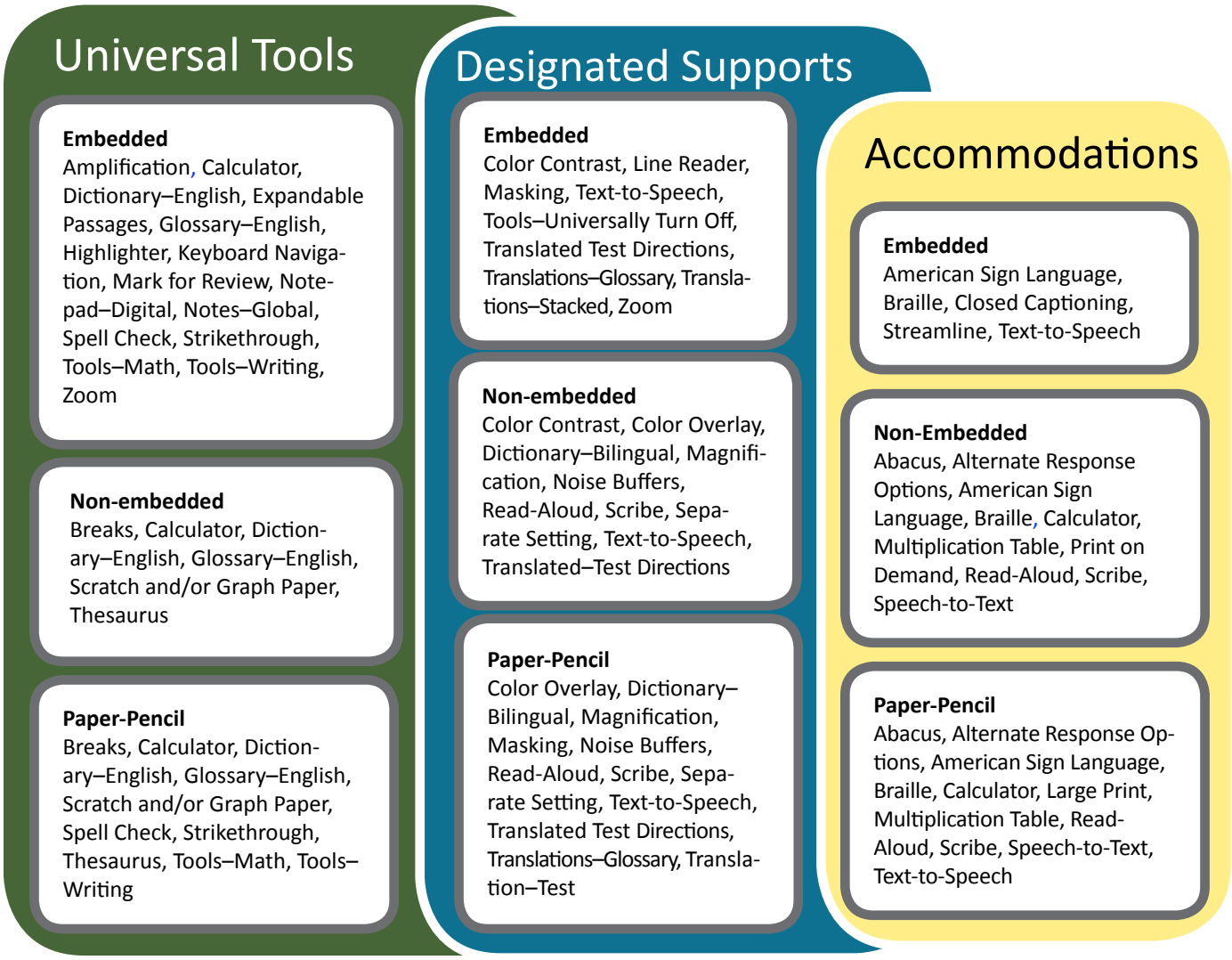
shown in Figure 1. Both figures portray aspects of the assessment features – universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in IEP or 504 plan). Each also portrays the additive 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 only to students for whom an adult or team has indicated the need for these accessibility features (as well as those students for whom the need is documented). Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504 plan). Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced, ELPA21, and Washington have placed on the validity of assessment results coupled with access.

Universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with these guidelines.

As shown below in Figure 1, for each category of assessment features – universal tools, designated supports, and accommodations – there exist embedded, non-embedded, and paper-pencil versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system or separate from it as non-embedded and paper-pencil. Following are adopted universal tools, designated supports, and accommodations (computer and paper based)

Figure 1: Conceptual model includes Smarter Balanced, EOC, HSPE, MSP



The ELPA21 Consortium supports the development of an assessment system for ELLs that reflects the research and progress made in the development of English Language Proficiency (ELP) assessments. The approach of ELPA21 to assessment is rooted in the belief that ELLs are a diverse group; all ELLs are capable of making progress toward English language proficiency; and ELLs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

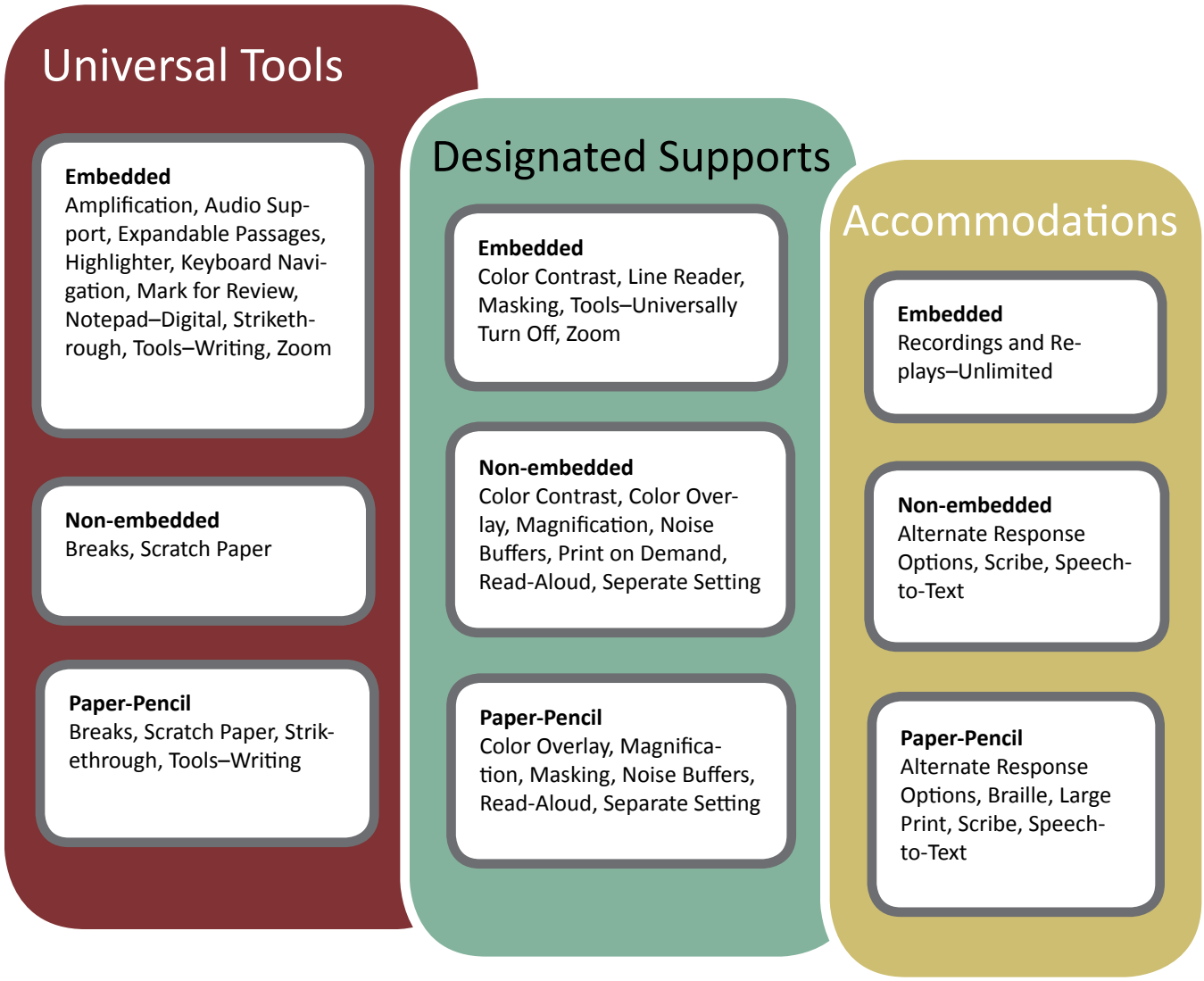
The ELPA21 assessment system, which includes a screener and a summative assessment of reading, writing, speaking, and listening, supports individual ELLs and their schools and districts by:

- determining initial identification of ELLs through the screener;
- monitoring ELLs' yearly progress in the attainment of English for academic purposes;
- measuring districts' success in meeting Title III accountability benchmarks; and
- informing decisions about exiting students from English Language Development services provided under Title III.

For more information on ELPA21, visit www.elpa21.org.

As shown below in Figure 2, for each category of assessment features—universal tools, designated supports, and accommodations – there exist embedded, non-embedded, and paper-pencil versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system or separate from it as non-embedded and paper-pencil.
Following are adopted universal tools, designated supports, and accommodations (computer and paper based)

Figure 2. Conceptual Model of ELPA21



These Conceptual Models recognize that all students should be held to the same expectations for instruction in CCSS and other content standards, and have available to them a broad array of accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction when participating in state assessments.

These Guidelines include the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced and ELPA21 members to ensure valid assessment results that count as participation for all students taking state assessments when used in a manner consistent with these Guidelines.

These lists of specific universal tools, designated supports, and accommodations may change in the future if additional tools, supports, or accommodations are identified for the assessments based on state experience and research findings. Smarter Balanced and ELPA21 Consortiums will establish a standing committee that will include representation from its members. This committee will review suggested additional universal tools, designated supports, and accommodations to determine if changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing Members for review, input, and vote for approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. Representatives of the State Education Agency (SEA) will evaluate formal requests for unique accommodations/designated supports and determine whether or not the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortiums. The Consortiums will consider all members' approved temporary accommodations/designated supports as part of the annual Consortiums UAAG and AAM review process. If the Consortiums determine it requires additional time to study the issue before the Consortiums can engage in a vote, a member may notify the Consortiums that the member intends to issue temporary approvals for the same accommodation/designated support during the next assessment administration. Members should include in their notification to the Consortiums the intended use of the temporary accommodation/support and the rationale for issuing temporary authorizations for the next assessment administration. The Consortiums will provide to members a list of the temporary accommodations/designated supports issued by members that are not Consortium-approved accommodations/designated supports and should not be authorized for the next assessment administration.

District Test Coordinators (DCs) must submit requests through a *Non-Standard Accommodation Designated Support Request* Form.

This document contains specific guidance regarding accessibility features for students with disabilities and English language learners, and includes optional methods to assist IEP, 504 plan, and ELL teams to select the most appropriate accessibility features, as applicable, for students participating in state assessments.

Federal and state legislation requires that all students participate in state and district assessments. The Individuals with Disabilities Education Act of 2004 (IDEA 2004) and Washington's Education Reform Act of 1993 require the participation of all students in the state-level assessment program. Students with disabilities are permitted supports and allowable accommodations if identified in their IEP or 504 plans. Similarly, English language learners, with documentation in the student's record (use of an ELL plan is recommended), may be tested with one or more accessibility feature.

RECOGNIZING ACCESS NEEDS IN ENGLISH LANGUAGE STUDENTS

Both Titles I and III require states and local education agencies to annually assess the English language proficiency of all ELLs in the state who are enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (Sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA.

The ELPA21 assessments are designed for all ELLs, including those who have disabilities. To better understand student populations served by ELPA21 assessments, educators should consider the following two definitions:

1. English language learners (ELLs) are students who meet the following federal definition: the term "limited English proficient," when used with respect to an individual, means an individual –

   (A) who is aged 3 through 21;

   (B) who is enrolled or preparing to enroll in an elementary or secondary school;

   (C) (i) who was not born in the United States or whose native language is a language other than English;

   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

   (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

   (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

   (i) the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3) of the ESEA;

   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

   (iii) the opportunity to participate fully in society.

2) ELLs with disabilities are students who have a 504 accommodation plan or an Individualized Education Program (IEP). Those with an IEP may be identified as having one or more categories of disability (autism, deaf, blind, developmental delay, emotional disturbance, hearing impairment and deafness, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment and blindness).

According to guidance released by the U.S. Department of Education (July 18, 2014), all ELLs with disabilities are required to participate in annual state ELP assessments. If needed, students must be provided individual appropriate accommodations in accordance with a student's IEP team. The IEP team for an ELL with a disability should include at least one person in second language acquisition. The IEP team is responsible for deciding how an ELL with a disability should participate in ELP assessments – in regular ELP assessments without accommodations, in regular ELP assessments with accommodations that do not invalidate the test constructs, or in alternate ELP assessments.

Intention of this Document

This document is intended to supplement, not supplant, test administration information contained in the administration manuals for each assessment, bulletins, and accompanying documents, guidance from the U.S. Department of Education, Rules for the Provision of Special Education (chapter 392-172A WAC), the IDEA of 2004 (34 CFR Part 300); Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104); Discrimination Prohibition (chapter 28A.642 RCW); and Equal Educational Opportunity (WAC 392-190); Title II of the Americans with Disabilities Act (28 CFR Part 35); and state Transitional Bilingual Instructional Program (TBIP regulations [WAC 392-160]). These materials should be viewed and applied by users according to specific needs.

This document should be used as guidance and is not intended to be interpreted as legal advice.

U.S. Department of Education. Laws and Guidance/Elementary and Secondary Education: Title IX - General Provisions: http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html

Key Changes to the 2015–16 Guidelines

Carefully review the entirety of the GTSA. The intent of this document is to transition the state as a whole to the new policies, protocols, and processes that are the underpinning of the improved accessibility approach to supporting student testing. All changes implemented throughout the 2015–16 school year will be documented in the change log at the end of this document.

Further information about the state curriculum and assessment, and relevant federal and state legislation can be found online:

- Washington Essential Academic Learning Requirements (EALRS): www.k12.wa.us/CurriculumInstruct/learningstandards.aspx
- No Child Left Behind Act of 2001 (NCLB): www.k12.wa.us/ESEA
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA): idea.ed.gov/explore/home
- Rule for the Provision of Special Education WAC 392-172A: www.k12.wa.us/SpecialEd/pubdocs/WAC_392-172A.pdf
- Section 504 of the Rehabilitation Act 1973: www.k12.wa.us/Equity/Families/Section504.aspx
- Washington Comprehensive Assessment Program: www.k12.wa.us/Assessment
- State Transitional Bilingual Instructional Program (WAC 392-160): apps.leg.wa.gov/WAC/default.aspx?cite=392-160
- Discrimination Prohibition: apps.leg.wa.gov/rcw/default.aspx?cite=28A.642
- Equal Educational Opportunity: apps.leg.wa.gov/WAC/default.aspx?cite=392-190

Section I: Universal Tools

What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the computer-based test administration system or separate from it in support of computer-based and paper-pencil testing.

Universal tools are available to all students based on student preference and selection.

Embedded Universal Tools

Several of the state assessments are digitally-delivered (computer-based) assessments which include a wide array of embedded universal tools. These are available to all students as part of the technology platform. Table 1 lists the embedded universal tools available to all students for computer administered assessments. It includes a description of each tool. Although these tools are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the particular student (refer to Section II—Designated Supports).

Table 1: Universal Tool Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Amplification	The student adjusts the volume control, as needed, using computer or headphones.	The student adjusts the volume control, as needed, using computer or headphones.
Audio Support	Not applicable	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank audio support is available for the following: • **Speaking**—all tasks have audio support for all components; • **Listening**—all tasks have audio support for all components; • **Writing**—all tasks have audio support for all components except for inline editing tasks; and • **Reading**—no audio support is available except for read-along tasks and for all K tasks and items.
Calculator	**Calculator-allowed items, only, Smarter Balanced grades 6–8, 10 & 11:** An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator tool button. This universal tool is available only with specific items for which the *Smarter Balanced Item Specifications* indicated that it would be appropriate. 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 8, *Calculator*.	Not permitted

Table 1: Universal Tool Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Dictionary – English	**ELA-Performance Task full writes, only:** Only available for the full write portion of an ELA-performance task. A full write is Part 2 of a performance task. English dictionaries will be available as part of the computer-delivered format. The use of this universal tool may result in the student needing additional time to complete the assessment.	Not permitted
Expandable Passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.
Glossary – English	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. Selected terms have a light rectangle around them. 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. In addition, a student can click on the audio button next to each term to hear it. The use of this universal tool may result in the student needing additional time and headphones to complete the assessment. Science MSP (Grades 5 and 8) - Refer to Table 2, *Glossary English*.	Not permitted
Highlighter	A digital tool for marking desired text, questions, answers, or parts of these with a color. Highlighted text remains available throughout test.	A digital tool for marking desired text, questions, answers, or parts of these with a color. Highlighted text remains available throughout test.
Keyboard Navigation	Navigation throughout the assessment can be accomplished by using a keyboard.	Navigation throughout the assessment can be accomplished by using a keyboard.
Mark for Review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after pausing the test for more than 20 minutes.	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to another test segment, or after pausing the test for more than 20 minutes.

Table 1: Universal Tool Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Notepad – Digital	The student uses this feature as virtual scratch paper to make notes, write computations, or record responses. 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 test segment or after pausing the test for more than 20 minutes.	The student uses this feature as virtual scratch paper to make notes, write computations, or record responses. The digital notepad is item-specific and is available through the end of each test segment. Notes are not saved when the student moves on to the next test segment or after pausing the test for more than 20 minutes.
Notes – Global	**ELA-Performance Task full writes, only:** Global notes is a notepad that is available for students completing a full write. A full write is Part 2 of a performance task. The student clicks on the notepad toolbutton for the notepad to appear. During the ELA-performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items or sources in Part 1.	Not applicable
Spell Check	**ELA items, Performance Tasks Full Writes, only:** This is a writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This universal tool is available only with specific items for which the *Smarter Balanced Item Specifications* indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is Part 2 of a performance task.	Not permitted
Strikethrough	The student uses this feature to eliminate those answer choices that do not appear correct to the student. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.	The student uses this feature to eliminate those answer choices that do not appear correct to the student. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Tools – Math	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. This universal tool is available only with specific items for which the *Smarter Balanced Item Specifications* indicate that one or more of these tools would be appropriate.	Not permitted

Table 1: Universal Tool Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Tools – Writing	**For ELA items, only:** The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets. Refer to Table 1, *Spell Check*.	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the **Zoom In** button. The student can click the **Zoom Out** button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the *Test Information Distribution Engine* (TIDE) or set by the TA prior to the start of the test. This is the only feature that TAs can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the **Zoom In** button. The student can click the **Zoom Out** button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the *Test Information Distribution Engine* (TIDE) or set by the TA prior to the start of the test. This is the only feature that TAs can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-Embedded Universal Tools

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for those students. They can be made available to any student.

Table 2: Universal Tool (Computer: Non-Embedded)	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Breaks	Students are allowed to take breaks when individually needed to reduce cognitive fatigue. There is no limit on the number of breaks that a student is given. The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes may prevent the student from returning to items already attempted by the student. Refer to the pause rules in the TAM. The use of this universal tool may result in the student needing additional time.	Students are allowed to take breaks when individually needed to reduce cognitive fatigue. There is no limit on the number of breaks that a student is given. The number of items per session can be flexibly defined based on the student's need. Students may go back to items after a break of more than 20 minutes, if in the same segment. Refer to the pause rules in the TAM. The use of this universal tool may result in the student needing additional time.
Calculator	**For MSP science:** The calculator used must be on the list of eligible devices, refer to the *Calculator Policy*, available on the WCAP Portal at: http://wa.portal.airast.org/.	Not permitted
Dictionary – English	**ELA-Performance Task full writes, only:** An English dictionary can only be provided for the full write portion of an ELA-performance task. A full write is Part 2 of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Not permitted
Glossary – English	**For MSP science:** Grade- and context-appropriate definitions of specific construct-irrelevant terms are provided in English in print format. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Not permitted

Table 2: Universal Tool (Computer: Non-Embedded)	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Scratch and/or Graph Paper	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Plain, lined, and/or graph paper can be used on all math assessments. A student can use an assistive technology device[1] for scratch paper. Functionality must be verified with the test platform. TAs must ensure that all the notes taken on an assistive technology device are deleted after the test. Refer to the *Materials Available for Student Access* and the TAMs available on the WCAP-Portal for specific details on availability of scratch paper and graph paper. **Computer Adaptive Test (CAT)** or **Science MSP:** All scratch, as permitted, must be collected and securely destroyed at the end of each assessment session to maintain test security. Follow the school's *Test Security and Building Plan*. **Performance Tasks:** For mathematics and ELA-performance tasks, if a student needs to take the performance task in more than one session, scratch and graph paper, as permitted, must be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the paper must be collected and securely destroyed to maintain test security.	The student uses scratch paper to make notes, write computations, or record responses. All scratch paper, as permitted, must be collected and securely destroyed at the end of each test segment to maintain test security. The student receives six sheets of 8.5 x 11 scratch paper. Those sheets must be used entirely before the student can ask for additional scratch paper. If the student requests additional sheets of scratch paper, the number of additional sheets must be recorded in the scratch paper log (see Appendix C). Regardless of whether the student uses the scratch paper or not, it is checked back in at the end of the test, and any missing sheets must be located. The check-in/check-out process is monitored through the scratch paper log. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the ELPA21 consortium. TAs must ensure that all the notes taken on an assistive technology device are deleted after the test.
Thesaurus	**ELA-performance task full writes, only:** A thesaurus, which contains synonyms of terms, can be provided for use while a student interacts with text included in the ELA full write. A full write is Part 2 of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the test.	Not permitted

Appendix A provides a summary of universal tools, designated supports, and accommodations for computer-based (both embedded and non-embedded) and paper-pencil administrations available for state assessments.

[1] It is recommended, in line with the Smarter Balanced UAAG and ELPA21 AAM, that the student has ample practice with any assistive technology devices during classroom instruction, the practice tests, interim assessments, and the Training Tests prior to testing. The use of an assistive technology device may require "permissive mode" to be implemented via TIDE. Refer to the TIDE User Guide for additional instructions on the WCAP-Portal http://wa.portal.airast.org/.

Paper-Pencil Universal Tools

Table 3: Universal Tools Paper-Pencil	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **All Grades** **ELA, Math, Science, HSPE, EOC, Off-Grade**	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **ELPA21** **Grades K-1 Paper-Pencil Writing**
Breaks	Refer to Table 2, *Breaks*.	Refer to Table 2, *Breaks*.
Calculator	**Calculator-allowed items only, Smarter Balanced math grades 6–8, 10 & 11, EOC math & biology, and MSP science:** Two protocols must be followed: 1. The calculator used must be on the list of eligible devices, refer to the *Calculator Policy*, available on the WCAP Portal at: http://wa.portal.airast.org/. 2. Where needed, administration directions will identify specific items open to calculator use; in those instances TAs will make calculators available to students. For a student who needs a special calculator (for example, a student who is blind), refer to Table 8, *Calculator*.	Not permitted
Dictionary – English	Refer to Table 2, *Dictionary English*	Not permitted
Glossary – English	**EOC math & biology, and MSP science:** The grade- and context-appropriate Glossary will be provided with test materials for a student's test form. Only state approved glossaries may be used. Glossaries will also post to the WCAP portal: http://wa.portal.airast.org/ The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Not permitted
Highlighter	Highlighters are not allowed. Students can mark, underline, circle key words with a No. 2 pencil.	Highlighters are not allowed. Students can mark, underline, circle key words with a No. 2 pencil.
Mark for Review	No equivalent tool; as part of administration directions, students will be reminded to check all work from the test session.	No equivalent tool; as part of administration directions, students will be reminded to check all work from the test session.
Notes – Global	Refer to Table 2, *Scratch and/or Graph Paper*	Refer to Table 2, *Scratch and/or Graph Paper*
Scratch and/or Graph Paper	**Not available for HSPE reading, EOC biology, or MSP science:** Refer to Table 2, *Scratch and/or Graph Paper*	Refer to Table 2, *Scratch and/or Graph Paper*

Table 3: Universal Tools Paper-Pencil	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **All Grades** **ELA, Math, Science, HSPE, EOC, Off-Grade**	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **ELPA21** **Grades K-1 Paper-Pencil Writing**
Spell Check	**ELA items, Performance Tasks Full Writes, only:** Portable/hand-held spell check devices that only provide indication that a word is misspelled; it does not provide the correct spelling. This universal tool is available only with specific items. Administration directions will identify items open to spell check use; TAs will identify items for students.	Not permitted
Strikethrough	Students can mark or strikethrough with a No. 2 pencil. Care should be taken not to mark response options areas.	Students can mark or strikethrough with a No. 2 pencil. Care should be taken not to mark response options areas.
Thesaurus	Refer to Table 2, *Thesaurus*	Not allowed
Tools – Math	Same tools available in the online administration (ruler, protractor) must be available for Paper-Pencil. Administration directions will identify items open to *Math Tools*; TAs will make tools available to students, when permitted.	Not permitted
Tools – Writing	Only No. 2 pencils may be used on paper-pencil assessments.	Only No. 2 pencils may be used on paper-pencil assessments.

Section II: Designated Supports

What Are Designated Supports?

Designated supports for the state assessments 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). Scores achieved by students using designated supports will be included for federal accountability purposes. This section identifies digitally-embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support. This section also references use of designated supports when administering non-computer-based assessments.

Designated supports need to be identified prior to administering the assessment. Embedded and non-embedded supports must be entered into TIDE. Any non-embedded designated supports must be acquired prior to testing.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. 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.

It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available.

Professional development materials will be made available through the state that will provide suggestions on processes for use by a district or school, for those without an existing process, for adults and others to make decisions about designated supports. The use of an *Individual Student Assessment Accessibility Profile* (ISAAP), created for and provided to states by Smarter Balanced and the Personal Needs Profile (PNP) provided by ELPA 21 are two processes that may be used to determine which designated supports should be available for an individual student. School districts may also choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing a student by entering information in to the Test Information Distribution Engine (TIDE).**

Embedded Designated Supports

Table 4 on the following page, lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 4: Designated Support Computer: Embedded	ELA, Math, Science Description Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	ELPA21 Description Students Testing via Computer: **Grade Bands K–12**
Color Contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. **Recommendation for Use** Students with attention difficulties may need this support for viewing test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.	Enables students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. **Recommendation for Use** Students with attention difficulties may need this support for viewing test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.
Line Reader	The student is able to use this feature as a guide when reading text. **Recommendation for Use** Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.	The student is able to use this feature as a guide when reading text. **Recommendation for Use** Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. **Recommendation for Use** Students with attention difficulties may need to mask content that may be distracting during the assessment. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. **Recommendation for Use** Students with attention difficulties may need to mask content that may be distracting during the assessment. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

Table 4: Designated Support Computer: Embedded	ELA, Math, Science Description Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	ELPA21 Description Students Testing via Computer: **Grade Bands K–12**
Text-to-Speech	**For math stimuli & items and ELA items. Not for reading stimuli/passages[2]:** Text is read aloud to the student via embedded Text-to-Speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **Recommendation for Use** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	Not permitted
Tools– Universally Turn off	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student. **Recommendation for Use** Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student. **Recommendation for Use** Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.
Translated Test Directions	**Smarter Balanced math, only:** Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. **Recommendation for Use** Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.	Not available

[2] See Embedded Accommodations for guidelines on the use of Text-to-Speech for ELA reading passages.

Table 4: Designated Support Computer: Embedded	ELA, Math, Science Description Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	ELPA21 Description Students Testing via Computer: **Grade Bands K–12**
Translations–Glossary	**Smarter Balanced math items, only:** Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. **Recommendation for Use** Students who have limited English language skills (whether or not designated as English language learners or English language learners with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.	Not permitted
Translations–Stacked	**Smarter Balanced math items, only:** Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English. Math 3–8, 10 and 11 – Spanish only, embedded feature. **Recommendation for Use** For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.	Not permitted

Table 4: Designated Support Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Zoom	**For ELA and math:** The test platform is pre-set in TIDE to be enlarged for the student before the test begins. **Recommendation for Use:** Students with visual impairments may need to increase the size of text and other item features beyond 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.	The test platform is pre-set in TIDE to be enlarged for the student before the test begins. **Recommendation for Use** Students with visual impairments may need to increase the size of text and other item features beyond 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

Non-Embedded Designated Supports

Some designated supports may need to be provided outside of the online digital-delivery system. These supports, shown in Table 5, are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Color Contrast	Test content of online items may be printed with different colors using Print on Demand. **Recommendation for Use** Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence of those colors that meet the student's needs.	Test content of online items may be printed with different colors using Print on Demand. **Recommendation for Use** Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color Overlay	Color transparencies are placed over a paper-based assessment. **Recommendation for Use** Students with attention difficulties may need this support to view test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs	Color transparencies are placed over a paper-based assessment. **Recommendation for Use** Students with attention difficulties may need this support to view test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs
Dictionary–Bilingual	**ELA-Performance Task full writes, only:** A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA-performance task. A full write is Part 2 of a performance task. **Recommendation for Use** For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.	Not permitted

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device[3]. Magnification allows increasing the size to a level not provided for by the Zoom universal tool. **Recommendation for Use** Students used to viewing enlarged text or graphics, or navigation buttons, may need magnification to comfortably view content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). The use of this designated support may result in the student needing additional overall time to complete the assessment.	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, graphics) with an assistive technology device[3]. Magnification allows increasing the size to a level not provided by the zoom feature. **Recommendation for Use** Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal tool provided by the test platform.
Noise Buffers	For use by students who are distracted by external noises in the test environment. Ear mufflers, white noise, and/or other equipment used to block external sounds. **Recommendation for Use** Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items). **Recommendation for Use** Use for students who are distracted by external noises in the test environment (e.g., headphones, mufflers).
Print on Demand	Not permitted	The student uses paper copies of entire test items. **Recommendation for Use** Students may not be able to interact with items online (due to visual impairments, lack of familiarity with computer-=based format, or other cultural reasons), and as a result may need a paper copy of test items. A very small percentage of student should need this feature. This may result in the student needing additional time.

[3] Use of an assistive technology device may require Permissive Mode to be implented via TIDE. Refer to the TIDE User Guide.

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Read-Aloud–English	**For math & science stimuli and items, and ELA items. Not for reading stimuli/passages[4]:** Text is read aloud to the student by a trained and qualified test reader. Test readers must follow the guidance provided in administration manuals. All or portions of the content may be read aloud. Refer to Appendix D. **Recommendation for Use** Students who are struggling readers may need assistance accessing assessments by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time.	The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader (see Appendix D for read aloud guidelines). **Recommendation for Use** Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following: **Speaking –** all tasks have audio support for all components; **Listening –** all tasks have audio support for all components; **Writing –** all tasks have audio support for all components except for inline editing tasks; and **Reading –** audio support is available only for read-along tasks and for all kindergarten tasks and items. If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.

[4] Refer to Table 8 Read-Aloud–English for guidelines on accessibility approaches allowed for ELA reading passages.

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Read-Aloud–Spanish	**Smarter Balanced math, only:** Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Test Administration Manual* and Appendix D, *Read-Aloud ,Test Reader Guidelines—English and Translated*. All or portions of the content may be read aloud. **Recommendation for Use** Students receiving the Translations (stacked) Designated Support and who are struggling readers may need assistance accessing the assessment by having all, or portions of the, assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.	Not permitted
Read-Aloud–Student	Student reads the test content aloud. This feature must be administered in a one-on-one test setting. **Recommendation for Use** Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud.	Student reads the test content aloud. This feature must be administered in a one-on-one test setting. **Recommendation for Use** Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud.
Scribe	**For ELA non-writing items, and math & science items, only (refer to accommodations for ELA writing items).** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow these guidelines, Administration Manuals, and Appendix E Scribing and Transcribing Guidelines. **Recommendation for Use** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.	Not permitted

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. **Recommendation for Use** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. 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 environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. If such a situation occurs, the DC will contact the State Test Coordinator for specific details on accommodating the student.	Test location is altered so that the student is tested in a setting different from that made available for most students. **Recommendation for Use** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. 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 environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. If such a situation occurs, the DC will contact the State Test Coordinator for specific details on accommodating the student.

Table 5: Designated Supports Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Text-to-Speech	**MSP science scenario & items:** Text is read aloud to the student via non-embedded text-to-speech technology that the student is familiar with. **Recommendation for Use** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	Not permitted
Translated–Test Directions	**For all contents and grades:** Available PDF of Test Administrator directions to the student translated for ELA, mathematics, and science/writing/reading in each of the languages currently supported. Can be read by student or adult. Translated test directions are located on the WCAP Portal: http://wa.portal.airast.org/ For languages not supported with a translated PDF, Bilingual adult should refer to the oral translation process found in Appendix D, *Read Aloud Test Reader Guidelines*. **Recommendation for Use** Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the *Test Administration Manual* can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.	Translation of test directions (not prompts or questions) is a language support available to students prior to starting the actual test. The student can hear test directions either read aloud by a TA who is fluent in the language, or via a prerecorded audio file. The following are the languages in which directions are provided: American Sign Language, Arabic, Chinese (Cantonese and Mandarin), Karen, Korean, Marshallese, Russian, Somali, Spanish and Vietnamese. **Recommendation for Use** Students who have limited English language skills can use the translated directions feature.

Paper-Pencil Designated Supports

Table 6: Designated Supports Paper-Pencil	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **All Grades** **ELA, Math, Science, HSPE, EOC, Off-Grade**	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **ELPA21** **Grades K-1 Paper-Pencil Writing**
Color Overlay	Refer to Table 5, *Color Overlay*	Refer to Table 5, *Color Overlay*
Dictionary–Bilingual	Refer to Table 5, *Dictionary Bilingual*	Not permitted
Magnification	**Magnification:** Student may be provided with a text magnification device.	**Magnification:** Student may be provided with a text magnification device.
Masking	Refer to Table 4, Masking	Refer to Table 4, Masking
Noise Buffers	As defined in Table 5, Noise Buffers	Refer to Table 5, Noise Buffers
Read-Aloud–English	For math, science, and ELA items, writing prompts and science scenarios. Not for reading stimuli/passages. Refer to Table 5, Read-Aloud–English and Appendix D Read-Aloud, Test Reader Guidelines–English and Translation	Refer to Table 5, Read-Aloud–English and Appendix D Read-Aloud, Test Reader Guidelines–English and Translation
Read-Aloud–Student	Refer to Table 5, Read-Aloud–Student	Refer to Table 5, Read-Aloud–Student
Scribe	**For ELA non-writing items, and math and science items, only[5] :** Refer to Table 5, Scribe and Appendix F, Scribing and Transcribing Guidelines Refer to Table 8, Scribe for ELA writing items	See Table 8, Scribe
Separate Setting	As defined in Table 5, Separate Setting	As defined in Table 5, Separate Setting
Text-to-Speech	**For math, science, and ELA items, writing prompts and science scenarios; not for reading stimuli/passages[6] :** Text is read aloud to the student via text-to-speech technology. Science MSP – designated support is allowed as a non-embedded feature.	Not permitted
Translation–Glossary	For Smarter Balanced math items, only Refer to Table 5, Translation–Glossary	Not permitted
Translated–Test Directions	**For all paper-pencil contents and grades:** Refer to Table 5, Translated Test Directions	Not available
Translation–Test	**For MSP Science, EOC math and biology, only–state designated seven languages:** Audio recorded CD providing the oral presentation of the math or science assessment. Refer to Appendix D, Read-Aloud, Test Reader Guidelines and Appendix E, Translated Mathematics Style Guide	Not available

[5] Refer to Table 8, Scribe accommodations for use of Scribe for Writing items.

[6] Refer to Table 7, Text to Speech, for ELA reading stimuli/passages.

Section III: Accommodations

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during state assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Scores achieved by students using accommodations will be included for federal accountability purposes. This section identifies digitally-embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. This section also references use of accommodations when administering non-computer-based assessments.

One exception to the IEP or 504 plan requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer or a pencil when responding to paper-pencil assessments. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available to the student before the assessment. Information must be entered into the test registration system through TIDE, for embedded accommodations, or by ensuring that the materials or settings are available for the assessment for non-embedded accommodations.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the state assessments.

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP or 504 plan is entered into the test registration system through TIDE, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information, or by providing the requisite information to the test coordinator who may enter the details. This requisite information should list all accommodations and designated supports needed by individual students.

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, the state agrees that **a student's parent/guardian should know about the availability of specific designated supports and accommodations through a parent/guardian report.** This ensures that parents/guardians are aware of the conditions under which their child participates in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an Advanced Placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

Embedded Accommodations

Table 7, on the following page, lists the embedded accommodations available for the state assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 7: Accommodation Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
American Sign Language (ASL)	**ELA listening and math:** Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. If using an accommodation other than ASL, submit a *Non-Standard Accommodation/Designated Support Request* form found at: http://www.k12.wa.us/assessment/StateTesting/pubdocs/Non-StandardAccommodationRequestForm.pdf **Recommendation for Use** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.	Not permitted
Braille	**For ELA items, only:** A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; **For math items, only:** Nemeth code is available. **Recommendation for Use** 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. Refreshable braille is available only for ELA because Nemeth Code cannot be supported using refreshable braille. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Not available

Table 7: Accommodation Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Closed Captioning	**ELA listening items, only:** Printed text that appears on the computer screen as audio materials are presented. Science MSP – accommodation is not supported; refer to Table 9, American Sign Language. **Recommendation for Use** Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of audio presentation in a listening test.	Not permitted
Recordings and Replays Unlimited	Not available	For 2016, AIR was unable to limit the number of recording and replays for student access. To help align WA with other ELPA21 members, TAs will instruct students via the TAM that recordings and replays should only be used two times. We ask that students be monitored by TAs, as able, for the number of times this is used. Use of recording, more than two times, will not be considered a testing irregularity. **RECORDINGS** **Speaking domain, only:** The ELPA21 Consortium created recordings to be limited to two times*. **REPLAYS** **Listening domain, only:** The ELPA21 Consortium created the replay to be limited to two times*. **Recommendation for Use** **RECORDINGS/REPLAYS** Students whose disabilities preclude them from being able to respond to a listening item or record a speaking response on the first or second attempt (as available in the non-accommodated version of the test) may need to listen again or record items multiple times. * The accommodated version is unlimited.

Table 7: Accommodation Computer: Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Streamline	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. **Recommendation for Use** This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is represented in a more sequential format.	Not permitted
Text-to-Speech	**For all grades ELA reading passages only:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice, via a volume control. **Recommendation for Use** This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). Students who use text-to-speech will need headphones unless tested individually in a separate setting. Reports can be run to indicate the percent of students who had access to text-to-speech on reading passages.	Not available

Non-Embedded Accommodations

Table 8 lists the non-embedded accommodations available for the state assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 8: Accommodation Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Abacus	**For math, only:** This tool may be used in place of scratch paper for students who typically use an abacus. **Recommendation for Use** Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.	Not permitted
Alternate Response Options[7]	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **Recommendation for Use** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition. Appendix C includes the preliminary list of assistive technology devices approved for the ELPA21 assessments. **Recommendation for Use** Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
American Sign Language (ASL)	**MSP science scenarios and items:** Test content is translated into ASL. ASL human signer and the test content (on screen) are viewed by the student. If using an accommodation other than ASL, submit a non-standard accommodation/designated support request found: http://www.k12.wa.us/assessment/StateTesting/pubdocs/Non-StandardAccommodationRequestForm.pdf **Recommendation for Use** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.	Not permitted

[7] The use of an alternate response option may require administrators to implement "permissive mode" via TIDE. Refer to the TIDE User Guide for more information.

Table 8: Accommodation Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Braille	**Smarter Balanced math, only:** Pre-embossed braille graphics for online mathematics. Contact Assessment@k12.wa.us for ordering directions. **Recommendation for Use** 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 math, braille will be presented via embosser. The type of braille presented to the student (contracted or non-contracted) is set in TIDE, or state's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Refer to Table 9, Braille
Calculator	**Calculator-allowed items only, Smarter Balanced math grades 6–8, 10 and 11, and MSP science:** A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the online assessment platform. Administration directions will identify items open to calculator use. In those instances TAs will make calculators available to students. **Recommendation for Use** Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. TAs should ensure that the calculator is available only for designated calculator items.	Not permitted
Multiplication Table	**For math items, grades 4–12, only:** A paper-based single digit (1–9) multiplication table, available on the WCAP Portal: at: http://wa.portal.airast.org/ **Recommendation for Use** For students with a documented and persistent calculation disability (i.e., dyscalculia).	Not permitted
Print on Demand	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE. **Recommendation for Use** Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.	Refer to Table 5, Print on Demand.

Table 8: Accommodation Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Read-Aloud–English	**ELA reading stimuli/passages, only:** Text is read aloud to the student via an external screen reader or by a trained and qualified test reader who follows the guidelines provided in the *Test Administration Manual* and *Read Aloud, Test Reader Guidelines–English and Translation*. All or portions of the content may be read aloud. Teams can refer to these Guidelines when deciding if this accommodation is appropriate for a student. Refer to Appendix D, Read Aloud, Test Reader Guidelines–English and Translation **Recommendation for Use** This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text.	Refer to Table 5, Read-Aloud–English and Appendix D, Read Aloud, Test Reader Guidelines–English and Translation
Scribe	**For ELA writing items, only:** Student's dictate responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the appropriate *Test Administration Manual*. Refer to Table 5 on Scribe for math, science, and non-writing ELA items. Refer to Appendix F, Scribing and Transcribing Guidelines **Recommendation for Use** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.	Student's dictate responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop Planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe. Refer to Appendix F, Scribing and Transcribing Guidelines **Recommendation for Use** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation May result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.

[8] The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer or pencil. These students may use the speech-to-text or the scribe accommodations, as noted in this section.

Table 8: Accommodation Computer: Non-Embedded	**ELA, Math, Science Description** Students Testing via Computer: **Grades 3–8, 10 & 11 ELA/Math, 5 & 8 Science**	**ELPA21 Description** Students Testing via Computer: **Grade Bands K–12**
Speech-to-Text	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. **Recommendation for Use** Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.	The student uses an assistive technology device to dictate responses or give commands during the test. **Recommendation for Use:** Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Paper-Pencil Accommodations

Table 9: Accommodation Paper-Pencil	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **All Grades** **ELA, Math, Science, HSPE, EOC, Off-Grade**	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **ELPA21** **Grades K-1 Paper-Pencil Writing**
Abacus	**Math items, only.** Refer to Table 8, *Abacus*	Not permitted
Alternate Response Options	Refer to Table 8, *Alternate Response Options*	Refer to Table 8, *Alternate Response Options*
American Sign Language (ASL)	**ELA listening, math, and science items and science scenarios, only:** Where district can provide student access service from a trained adult interpreter Refer to Appendix F, *Scribing and Transcribing Guidelines* Test content is translated into ASL. ASL human signer and the test content (in test booklet) are viewed by the student. If using an accommodation other than ASL, submit a non-standard accommodation/designated support request found: http://www.k12.wa.us/assessment/StateTesting/pubdocs/Non-StandardAccommodationRequestForm.pdf **Recommendation for Use** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.	Not available

Table 9: Accommodation Paper-Pencil	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **All Grades** **ELA, Math, Science, HSPE, EOC, Off-Grade**	**Paper-Pencil Tests** Students Testing via Paper-Pencil: **ELPA21** **Grades K-1 Paper-Pencil Writing**
Braille	Student uses a state-approved and provided Braille version of the test. For schools providing a paper/pencil Braille version of the assessments, it is recommended that the associated classroom aligns their classroom activity, if applicable, for online testers with the classroom activity provided in the braille fixed form. To do so, a DC or SC will adjust the classroom activity for each student in the classroom to reflect the same classroom activity as the Braille Fixed Form via TIDE. The performance task that follows will be adjusted to match the classroom activity indicated within TIDE. This adjustment will allow students who are participating via the fixed-form to participate in the classroom activities, if applicable, with their peers for full inclusion in the assessment activity. Refer to Appendix F, *Scribing and Transcribing Guidelines*	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available. **Recommendation for Use** 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. Embosser-created braille can be used for ELA also. The type of braille presented to the student (contracted or non-contracted) is set in TIDE, or state's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Calculator	**For Smarter Balanced math grades 6–8, 10 and 11, EOC math and biology, and MSP science calculator-allowed items, only:** A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator. Administration directions will identify items open to calculator use. In those instances TAs will make calculators available to students.	Not permitted
Large Print	Large Print materials, when identified, must be requested through TIDE. Large print formats are secure and shall be returned with other secure testing materials.	Large Print materials, when identified, must be requested through TIDE. Large print formats are secure and shall be returned with other secure testing materials.
Multiplication Table	Refer to Table 8, *Multiplication Table*	Not permitted
Read-Aloud–English	Refer to Table 8, *Read-Aloud and Appedix D, Read Aloud, Test Reader Guidelines–English and Translation*	Refer to Table 5, Read-Aloud–English and Appendix D, *Read Aloud, Test Reader Guidelines–English and Translation*
Scribe	**ELA writing items, only.** Refer to Table 8, Scribe and Appendix F, *Scribing and Transcribing Guidelines*.	Refer to Table 8, Scribe and Appendix F, *Scribing and Transcribing Guidelines*.
Speech-to-Text	Refer to Table 8, *Speech-to-Text* and Appendix F, *Scribing and Transcribing Guidelines*, as applicable.	Refer to Table 8, *Speech-to-Text* and Appendix F, *Scribe Guidelines–General*, as applicable.
Text-to-Speech	**ELA reading passages, only:** Student can have either a human reader provide Read-Aloud services (refer to Table 7, *Text-to-Speech* and *Appendix D, Read-Aloud Test Reader Guidelines*) or an appropriate external device to provide text-to-speech support.	Not permitted

Policies, Laws, and Practices

Laws

All persons having access, directly or indirectly, to secure test material, must ensure the confidentiality of the test content under their control. Revised Code of Washington (RCW) 28A.635.040: http://app.leg.wa.gov/RCW/default.aspx?cite=28A.635.040: http://apps.leg.wa.gov/rcw/default.aspx?cite=42.56.250 — Provides provisions.

Generally Recognized Standards and Code of Conduct in Washington Administrative Code (WAC) 181-87-060: http://apps.leg.wa.gov/wac/default.aspx?cite=181-87-060 — Provides penalties for the unauthorized use or disclosure of test content and flagrant disregard of generally recognized professional standards. The Professional Code of Conduct is codified by the Washington State Legislature in WAC and RCW.

A list of complete rules and regulations can be found online: www.k12.wa.us/ProfPractices/CodeConduct.aspx

Test Security Protocols

All secure test content (e.g., questions, passages, scenarios, performance tasks, and individual student results [online or paper-based]) are confidential and must not be reviewed except to the extent necessary for administration of state assessments. This is critical in ensuring the integrity and validity of a test content and test results.

State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. Security protocols must be developed by school districts and followed. When establishing or revisiting your school district protocols, be sure to verify that protocols are set for computers and for ensuring internet connectivity is restricted or disabled during testing. It is also important to note that student monitoring must be maintained throughout testing. DCs, SCs, DAs, TAs, and all other staff involved in preparing for and administering state assessments must adhere to these policies.

Professional Standards and Ethical Testing Practice

PROFESSIONAL STANDARDS

Although specific rules may vary slightly across state assessments, commonly accepted professional standards apply to all assessments. Public school employees are expected to know and comply with procedures established by OSPI.

- Understand the procedures needed to administer the assessment prior to testing.
- Take appropriate test material security precautions before, during, and after the administration of the assessment.
- Provide for and document all reasonable and allowable accommodations.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent students' actual levels of knowledge.
- Avoid any conditions in the administration that might invalidate test results.
- Administer state assessments according to prescribed procedures and conditions, and notify appropriate persons if any non-standard or limiting conditions occur.

Failure to adhere to these practices will constitute a test irregularity or a breach of test security. Report testing anomalies and investigate according to state and local testing policies.

ETHICAL TESTING PRACTICES

Ethical testing practices must always be maintained during the administration of a state assessment. Unethical testing practices involve inappropriate interactions with test content or with students taking the assessment. This includes, but is not limited to the following:

- Offering additional information not provided in the student directions or test booklet to the student.
- Coaching students during testing.
- Changing the content by paraphrasing or providing clues in any way.
- Allowing student access to tools, supports, or accommodations that are not permitted for testing.
- Encouraging a student to answer fewer questions.
- Editing student responses or causing students to change responses.

Refer to the administration specific manuals for policies: http://wa.portal.airast.org/.

Under very limited circumstances, appropriate testing practices may require reading or reviewing secure test content. These situations are limited and must align to OSPI policy. Test security can become compromised when alternate test formats are used (e.g., braille, large print, translations) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe).

Allowable Behavior

Providing an accessibility feature as stipulated in a student's IEP, 504 plan, and/or for English language learners.

Prohibited Behaviors

- Failing to follow directions specified in all Washington state administration manuals and guidelines
- Using accessibility features that are not a part of a students plan
- Staff must refrain from using software while administering state assessments. Work with the Technology Coordinator to guarantee adequate security

Issues Related to Fair and Ethical Assessment Administration

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of assessments without or with accessibility features (tools, supports, accommodations) is necessary to ensure assessment results reflect actual student learning.

STUDENT FAMILIARITY WITH ACCESSIBILITY FEATURES

Accessibility features are intended to mitigate the effects of a student's disability or lack of English language proficiency in the context of assessment. Accessibility features do not reduce the assessment expectations for the student. Accessibility features must be carefully chosen to ensure they offer the correct support for the student; therefore, where appropriate, it is important to provide the selected accessibility features during day-to-day instruction and classroom assessment opportunities. It is strongly recommended that an accessibility feature not be used for the first time during state assessments, due to the potential negative impact on a student's performance.

MODIFYING THE CRITERIA BEING TESTED

Assessment accessibility should not modify the items being assessed, as this may invalidate the test results. For example, if the assessment's objective is to see if a student is able to decode symbols with the intention of deriving meaning from words (the process of reading text), then providing a human reader would change the skill being tested. On the other hand, providing a Read-Aloud accommodation to a student testing for math computation skills would not compromise the assessment of skills being tested and would, therefore, be acceptable.

Evaluating and Improving the Use of Accessibility Features

Collecting and analyzing data on the use and effectiveness of accessibility features ensures meaningful participation of students in state assessments. Analysis of the data by district, building, and administrators may indicate areas in which educators need additional training and support.
In addition, teachers can use the data to make instructional changes at the student level. The data may support the continued use of some accessibility features for a student or require the rethinking of others. It is critical to stress that evaluation is not the responsibility of just one individual. Various educators should contribute to the information-gathering and decision-making processes. Below are some guiding questions administrators and teachers can consider to evaluate and improve the use of accessibility features:

Questions for Administrators:

1. Are students with disabilities or English language learners receiving accessibility features appropriate to documentation?
2. Are plans in place to ensure that staff are prepared to correctly provide accessibility features during state assessments? For example, prior to test day, training should be provided to school district staff who provide an oral read aloud administration.
3. How well do students who receive accessibility features perform on state and local assessments? If students are not meeting the expected level of performance, is it because they did not have access to the necessary instruction, did not receive necessary access, and/or received features that were not effective?

Questions for Teachers:

1. What accessibility features are used by the student during instruction and assessments?
2. What difficulties are encountered in the use of accessibility features?
3. What are the perceptions of teachers and others about how a particular accessibility feature appears to be working?
4. What is the student's perception of how well the accessibility feature(s) worked?
5. What are the results of classroom assessments when accessibility features are used versus when not used? If a student did not meet the expected level of performance, is it because he/she did not have access to the necessary instruction, did not receive appropriate accessibility feature, and/or received features that were ineffective?

Planning for Tools, Supports, Accommodations, and Coordinating Testing Logistics

Once accessibility decisions have been made by the appropriate decision making teams (i.e., IEP, 504 plan, ELL), the logistics of providing the accessibility features during state assessments must be mapped out. For accommodations, it is not uncommon for special education and ELL teachers or related services personnel to be given the responsibility of arranging for coordinating, and providing assessment accessibility features for students prior to and during district and state assessments. It is essential that all individuals providing support know and understand the requirements of district and state assessments, including the appropriate use of accessibility features. It is also important to engage these individuals in planning the logistics of assessment accessibility, both prior to and on the testing day.

Each district is advised to have school building plans that include methods for ensuring that each student designated to receive accessibility features has the necessary access to each feature during testing.

Test coordinators and TAs should know which specific accessibility features must be provided to individual students in advance of the first testing day. In addition, test coordinators and TAs must know in advance proper administration of the accessibility features. For example, test coordinators and TAs need to know if a student will be allowed extra time to complete the assessment, when the testing time will end, as well as the plan for how the student will continue working, if additional time is needed. Staff administering accessibility features, like Read-Aloud or scribing/transcribing of student responses, must know and adhere to specific guidelines to ensure that student scores are valid. Each building is likely to need separate settings for the administration of some accessibility features, which may include additional time.

Appendices

APPENDIX A
Summary of Smarter Balanced, EOC, HSPE, MSP—Tools, Supports, and Accommodations

APPENDIX B
Summary of ELPA21—Tools, Supports, and Accommodations

APPENDIX C
Scratch Paper log for ELPA21

APPENDIX D
Read-Aloud, Test Reader Guidelines—English and Translation

APPENDIX E
Translated Mathematics Style Guide

APPENDIX F
Scribing and Transcribing Guidelines

APPENDIX G
Frequently Asked Questions

APPENDIX H
Glossaries

Appendix A

Summary of Smarter Balanced, EOC, HSPE, MSP Tools, Supports, and Accommodations

	Universal Tools	Designated Supports	Accommodations
Embedded	Amplification Calculator[1] Dictionary–English[2] Expandable Passages Glossary–English Highlighter Keyboard Navigation Mark for Review Notepad–Digital Notes–Global[2] Spell Check[26] Strikethrough Tools–Math[3] Tools–Writing[4] Zoom	Color Contrast Line Reader Masking Text-to-Speech[5] Tools–Universally Turn Off Translated–Test Directions[6] Translations–Glossary[7] Translations–Stacked[7] Zoom	American Sign Language[8] Braille[25] Closed Captioning[9] Streamline Text-to-Speech[10]
Non-embedded	Breaks Calculator[11] Dictionary–English[2] Glossary–English[11] Scratch and/or Graph Paper[20] Thesaurus[2]	Color Contrast Color Overlay Dictionary–Bilingual[2] Magnification Noise Buffers Read-Aloud–English[12] Read-Aloud–Spanish[6] Read-Aloud–Student Scribe[14] Separate Setting Text-to-Speech[15] Translated–Test Directions	Abacus[16] Alternate Response Options American Sign Language[15] Braille[13] Calculator[1] Multiplication Table[17] Print on Demand Read-Aloud–English[10] Scribe[18] Speech-to-Text
Paper-Pencil	Breaks Calculator[27] Dictionary–English[2] Glossary–English[19] Scratch and/or Graph Paper[24] Spell Check[26] Strikethrough Thesaurus[2] Tools–Math[3] Tools–Writing	Color Overlay Dictionary–Bilingual[2] Magnification Masking Noise Buffers Read-Aloud–English[21] Read-Aloud–Student Scribe[14] Separate Setting Text-to-Speech[21] Translated–Test Directions Translation Glossary[7] Translation–Test[22]	Abacus[16] Alternate Response Options American Sign Language[23] Braille Calculator[27] Large Print Multiplication Table[17] Read-Aloud–English[10] Scribe[18] Speech-to-Text Text-to-Speech[10]

Certain accommodations for science, administered via computer, will adhere to the list of features delineated in the table above (e.g., Strikethrough, Digital Notepad), while others will become non-embedded features (e.g., translations).

[1] For calculator-allowed items only, Smarter Balanced grades 6–8, 10 and 11	[15] For MSP science scenario & items, only
[2] For ELA-performance task full-writes, only	[16] For math, only
[3] Includes ruler and protractor	[17] For math (grades 4-12), only
[4] For ELA items, only	[18] For ELA writing items, only
[5] For ELA items and math stimuli and items, only. Not for ELA reading passages	[19] EOC math & biology, and MSP science, only
[6] For Smarter Balanced math, only	[20] Scratch paper only for Smarter Balanced ELA and math Performance Tasks, and MSP science.
[7] For Smarter Balanced math items, only	[21] For math, science, and ELA items, writing prompts and science scenarios, only; not for reading stimuli/passages
[8] For ELA listening and math, only	[22] For MSP science & EOC math and biology, only
[9] For ELA listening items, only	[23] For ELA listening, math & science items, and science scenarios, only
[10] For ELA reading stimuli/passages, only	[24] Not available for HSPE reading, EOC biology, or MSP science.
[11] For MSP science, only	[25] For ELA and math items, only
[12] For math and science stimuli and items, and ELA items, only. Not for reading stimuli/passages	[26] ELA items, Performance Tasks Fullwrites, only
[13] For Smarter Balanced math, only	[27] For calculator-allowed items only, Smarter Balanced grades 6–8, 10 and 11, EOC math and biology, and MSP science, only
[14] For ELA non-writing items and math and science items, only	

Appendix B

Summary of ELPA21 – Tools, Supports, and Accommodations

	Universal Tools	Designated Supports	Accommodations
Embedded	Amplification Audio Support Expandable Passages Highlighter Keyboard Navigation Mark for Reivew Notepad–Digital Strikethrough Tools–Writing Zoom	Color Contrast Line Reader Masking Tools–Universally Turn Off Zoom	Recordings–Unlimited Replays–Unlimited
Non-embedded	Breaks Scratch Paper	Color Contrast Color Overlay Magnification Noise Buffers Print on Demand Read-Aloud–English Read-Aloud–Student Seperate Setting	Alternate Response Options Scribe[1] Speech-to-Text
Paper-Pencil	Breaks Scratch Paper Strikethrough Tools–Writing	Color Overlay Magnification Masking Noise Buffers Read-Aloud–Student Separate Setting	Alternate Response Options Braille Large-Print Speech-to-Text

[1]The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer or pencil. These students may use the speech-to-text or the scribe accommodations, as noted in this section.

Appendix C:

SCRATCH PAPER LOG FOR ELPA21

Test Administrator's Name: _____

Location: _____

Date: _____

Student's Name or SSID	Six Sheets Received (Y=Yes OR N=no)	# of Additional Sheets Received?	# of Sheets Returned After Assessment?	Comments

Appendix D

Read-Aloud, Test Reader Guidelines—English and Translation

The following information applies to both English and Translation, unless otherwise noted with ENGLISH: or TRANSLATION: at the beginning of a section. Also refer to the *Mathematics Style Guide*, see Appedix E.

Overview

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear, consistent voice throughout the test. The test reader must be trained and qualified and must follow the *Test Administration Manuals* and information presented in this guide. The guiding principle in reading aloud is to ensure that the student has access to clear and consistent test content.

ENGLISH: On Smarter Balanced assessments, test readers are allowable across all grades as a designated support for mathematics and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages as a documented accommodation in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in a general assessment). Information on documentation requirements and decision-making criteria can be found throughout this document.

TRANSLATION: On Smarter Balanced assessments, test readers in Spanish are allowable across all grades as a designated support for mathematics, only. MSP and EOC assessments are available in the 7 state translations.

Qualifications for Test Readers

- The test reader should be an adult who is familiar with and to the student, such as the teacher or teaching assistant, is typically responsible for providing a read aloud support during instruction and assessments.
- Test readers must be trained and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers should have extensive practice and training on administration of assessments in accordance with member and security policies and procedures as articulated in Consortium and member administration manuals, Guidelines, and related documentation.

Preparation

- Test readers must read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the practice and training test environment and format will help facilitate reading of the test.
- Test readers should be familiar with the IEP or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed supports and accommodations.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodation options and features available on all assessments.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines on Tools, Supports, and Accommodations*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing Read-Aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (refer to Tables 10 and 11) at the end of these *Read-Aloud, Test Reader Guidelines*.
- Test readers should review these Guidelines with the student at least one to two days prior to the test event.
- Test readers should practice the process with the student at least once prior to the test event.

- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. A suggested test readers script is included at the end of these Guidelines.

General Guidelines Prior to and During Testing

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students. If not in a separate setting, the test reader should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- Test readers are expected to comply with student requests regarding use of all available features within the test environment.
- Test readers may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.)
- Test readers read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Test readers may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the reading. Respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Test readers may not question or correct student choices, alert students to errors or mistakes, prompt or influence student in any way that might compromise the integrity of the student responses.
- Test readers do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Test readers spell any words requested by the student.
- Test readers adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the TA in accordance with state policy and the school's *Test Security and Building Plan*.
- The test reader must not discuss any portion of the test with others.

Usage/Conventions

- **Punctuation:** Read all text in its entirety as punctuated (e.g., pauses at periods; raised intonations for questions). Do not verbalize punctuation marks other than ellipsis and quotations marks as noted below.
- **Ellipses:**
  - **ENGLISH:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
  - **TRANSLATION:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- **Question Mark:** End a question with a raised intonation.
- **Quotations:**
  - **ENGLISH:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
  - **TRANSLATION:** Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective. For example, I love to eat apples/aples. This is my favorite fruit. This should be read as, "I love to eat (pause). This is my favorite fruit."

Images/Graphics/Tables

- Text in tables, charts, and graphs should be read along with locational information.
- Read the title or caption, if available.
- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a stimulus, stem, passage, or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing text-based information such as a title and labels. Use grade-appropriate language when describing the image/graphic.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.
- Refer to the following example.

  The table below is read as "*The title of the table is Mean Low Temperatures. The title of the left column is City and reads, from top to bottom, Olympia, Seattle, Spokane, Yakima. The title of the right column is Degrees Fahrenheit.*"

Mean Low Temperatures

City	Degrees Fahrenheit
Olympia	26°
Seattle	24°
Spokane	8°
Yakima	11°

Passages and Stimulus

- Read the passage or stimuli in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage or stimulus to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage or stimulus and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage or stimulus, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the text exactly as given in the graphic organizer. No other information should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers, other than years, greater than 999, however, should be read as (digits) individual numbers, e.g., 2400 is read "two four zero zero".
- **Abbreviations and acronyms:**
  - **ENGLISH:** should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed".
  - **TRANSLATION:** Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm3 may be

read as "centímetros cúbicos" or "centímetros al cubo".

ENGLISH: Refer to Table 10 Test Reader Guidance, page 54 and the English Test Reader Script, page 56.

TRANSLATION: Additional translation information available: **1)** Information on this page **2)** Table 11, Test Reader Guidance **3)** Spanish Test Reader Script **4)** Appendix E, Translated Mathematics Style Guide

- A translator renders a source language document to a target language, creating a new document in that language. Thus, a translator works only with written language.
- An interpreter renders speech in a source language into speech in a target language. Thus an interpreter works with oral language. The act of interpreting does not involve the creation of a written document.
- Sight translation is the spontaneous oral translation of test items and/or directions from English to another language. Sight translation involves on-the-spot rendering of printed test materials orally in the learner's native language. Sight translation is the term used by professional translators and interpreters.
- Use of Sight Translation–Oral Translation: When no recorded CD is available in the student's native language, OSPI permits schools to provide an on-the- spot spontaneous oral translation of math (EOC, only) and science (MSP/EOC) test items and directions by trained translators. Translators performing a sight translation must know the language of the tested content area – the language of mathematics or the language of science – in both English and the language of translation at the student's grade level in order to render a proper translation.
- Recorded oral translations are scripted translations of test items and/or directions recorded in a student's native language. This method provides a standardized administration that eliminates variations between speakers in pauses, timing, pronunciation, volume, and other extraneous factors that accompany a spontaneous sight translation. Recorded oral translation should not be confused with scripted oral translations, which are also pre-translated but not recorded.[1]
- Effect on construct validity: Sight and recorded oral translation cannot be assigned to ELA assessments, which attempt to measure reading and writing skills in English, or to English language proficiency tests, which measure reading, writing, listening, and speaking skills in English. For the HSPE writing assessments, only, TAs may read the directions and writing prompts in the student's native language.
- The translation has been iteratively reviewed and revised, ensuring high quality and accuracy of the resulting translation. There is consistency across test administrations because all students receive the same recording. [2]
- The use of a translation is effective for students when the language of the translation is also the language of instruction. In studies of English language learners instructed in English but given a translation accommodation, a negative effect size has been observed. Similarly, when the language of instruction is not the language of the translation, fluent speakers of the translated language have performed higher on a standard form than on a translated form of the test. Instructional teams should take into consideration the language of instruction as well as the student's level of proficiency in the language of translation before assigning a recorded oral translation.
- Districts select personnel to perform sight translations who are 1) district employees; or 2) contracted from professional translation service organizations and who have met security measures necessary to be in an educational environment. These contracted translators must be under the direct supervision of school district personnel when in schools or test sites.
- Since there is no prepared script in the target language(s), there will be numerous interpreters who will need access to the test content, increasing the potential for a test security breach. It is important, therefore, that each interpreter who will perform a sight translation participates in specific TA training , including security training. A Test Security Assurance Form must be signed.
- The administration manuals and student test materials that the translator will use to perform a sight translation may be made available to the translator before actual administration so that the translator can prepare for a precise translation. Test materials may not be taken from the test site, and

must be checked in and out of the translator's hands by the SC.

[1] Stansfield, C.W. (2011). Oral translation as a test accommodation for English language learners. Language Testing, 28(401)/ Retrieved July 27, 2011 from http://ltj.sagepub.com/content/28/3/401.refs.html.p.402

[2] Rivera, C., Collum, E., Shafer Willner, L, and Sia Jr., J. K. (2006). An analysis of state assessment policies addressing the accommodation of English language learners. In C. Rivera & E. Collum (Eds.), State assessment policy and practice for English language learners: A national perspective (pp. 1 – 173), Mahwah, NJ: Larence Erlbaum.

[3] Stansfield (Ibid). p. 413.

TABLE 10 ENGLISH: Test Reader Guidance for Mathematics

Numbers

Description	Example	Read as:
Large whole numbers	632,407,981 45,000,689,112	“six three two comma four zero seven comma nine eight one” "four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056 4.37	“zero point zero five six” “four point three seven”
Fractions - common Fractions - not common - read as “numerator over denominator”	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths” “Fourteen over twenty-five” “Four hundred eighty seven over six nine seven two”
Mixed numbers- read with “and.” between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	“three and one-half” “fifty-seven and three fourths”
Percents	62% 7.5% 0.23%	“sixty-two percent” “seven point five percent” “zero point two three percent”
Money - if contains a decimal point, read as “dollars AND cents”	$4.98 $0.33 $5368.00	“four dollars and ninety-eight cents” “thirty-three cents” “five three six eight dollars”
Negative numbers - do NOT read negative sign as “minus”	−3 $-\frac{5}{8}$ − 7.56	“negative three” “negative five eighths” “negative seven point five six”
Dates (years)	1987 2005	“nineteen eighty-seven” “two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”
Ratios	$x: y$	“x to y”

TABLE 10 ENGLISH: Test Reader Guidance for Mathematics
Operations

Description	Example	Read as:
Addition	$\begin{array}{r} 13 \\ +\ 27 \\ \hline \end{array}$	"thirteen plus twenty-seven"
	13 + 27 =	"thirteen plus twenty-seven equals"
	13 + 27 =?	"thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ -\ 159 \\ \hline \end{array}$	"four hundred eighty seven minus one hundred fifty nine "
	487 − 159 =	"four hundred eighty seven minus one hundred fifty nine equals"
	487 − 159 =?	"four hundred eighty seven minus one hundred fifty nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times\ 49 \\ \hline \end{array}$	"sixty-three times forty-nine"
	63 × 49 =	"sixty-three times forty-nine equals"
	63 × 49 =?	"sixty-three times forty-nine equals question mark"
Division - Vertical or Horizontal	$\frac{120}{15} = 8$ 120 ÷ 15 = 8	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	3 + ☐ = 8	"three plus box equals eight"

Expressions, Equations, and Other Symbols

Description	Example	Read as:
Expressions and equations containing variables (any letter may be used as a variable)	$N + 4$	"N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4(y - 2) + 5 = 7$	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	$V = \frac{4}{3}\pi r^3$	"'V' equals four-thirds pi 'r' cubed"
	$\frac{\lvert t \rvert - 2}{6 \leq 15}$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2y^3 = -36$	"'x' squared 'y' cubed equals negative thirty six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
	$156x \geq 4$	"one hundred fifty six 'x' is greater than or equal to four"
Coordinate pairs	the point (−1,2)	"the point (pause) negative one comma two"
Answer choices with no other text	the point A is at (6, 3).	"The point 'A' is at (pause) six comma three"
	A (−3, −4)	"'A (pause) negative three comma negative four"
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"

ENGLISH

SUGGESTED TEST READER SCRIPT

(to be used with student in advance of the day of testing)

Hi _____,

I'm the person who will be reading your test to you when you take your _____ [example: Smarter Balanced] Assessment next week in _____[example: math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen. [1]
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your _____ [**list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

Refer to the resources on page 80-81.

[1] A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the test reader has received appropriate training on when and how to do so.

TABLE 11 SPANISH: Test Reader Guidance for Mathematics

Numbers

Description	Example	Read as:
Large whole numbers	632,407,981 45,000,689,112	“seis tres dos coma cuatro cero siete coma nueve ocho uno” “cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos”
Decimal numbers	0.056 4.37	“cero punto cero cinco seis” “cuatro punto tres siete”
Fractions - common Fractions - not common - read as “numerator over denominator”	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	“un medio, un cuarto, dos tercios, cuatro quintos” “catorce sobre veinticinco” “cuatrocientos ochenta y siete sobre seis nueve siete dos”
Mixed numbers- read with “and” between whole number and fraction	$3\ \frac{1}{2}$ $57\ \frac{3}{4}$	“tres y medio” “cincuenta y siete y tres cuartos”
Percents	62% 7.5% 0.23%	“sesenta y dos por ciento” “siete punto cinco por ciento” “cero punto dos tres por ciento”
Money - if contains a decimal point, read as “dollars AND cents”	$4.98 $0.33 $5368.00	“cuatro dólares y noventa y ocho centavos” “treinta y tres centavos” “cinco tres seis ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3 $-\frac{5}{8}$ -7.56	“negativo tres” “negativo cinco octavos” “negativo siete punto cinco seis”
Dates (years)	1987 2005	“mil novecientos ochenta y siete” “dos mil cinco”
Roman Numerals	I II III IV	“número romano uno” “número romano dos” “número romano tres” “número romano cuatro”
Ratios	*x: y*	“x a y”

TABLE 11 SPANISH: Test Reader Guidance for Mathematics

Operations

Description	Example	Read as:
Addition	$\begin{array}{r} 13 \\ +\ 27 \\ \hline \end{array}$ 13 + 27 = 13 + 27 =?	“trece más veintisiete es igual a” “trece más veintisiete es igual a” “trece más veintisiete es igual a signo de interrogación”
Subtraction	$\begin{array}{r} 487 \\ -\ 159 \\ \hline \end{array}$ 487 − 159 = 487 − 159 =?	“cuatrocientos ochenta y siete menos uno cinco nueve es igual a” “cuatrocientos ochenta y siete menos uno cinco nueve es igual a” “cuatrocientos ochenta y siete menos uno cinco nueve es igual a signo de interrogación”
Multiplication	$\begin{array}{r} 63 \\ \times\ 49 \\ \hline \end{array}$ 63 × 49 = 63 × 49 =?	“sesenta y tres por cuarenta y nueve” “sesenta y tres por cuarenta y nueve es igual a” “sesenta y tres por cuarenta y nueve es igual a signo de interrogación”
Division - Vertical or Horizontal	$\frac{120}{15} = 8$ 120 ÷ 15 = 8	“ciento veinte dividido entre quince es igual a ocho”
Operations with boxes	3 + □ = 8	“tres más casilla es igual a 8”

Expressions, Equations, and Other Symbols

Description	Example	Read as:
Expressions and equations containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}\pi r^3$ $\frac{\lvert t \rvert - 2}{6 \leq 15}$ $x^2y^3 = -36$ 156x ≥ 4	“‘‘N’ más cuatro “ocho ‘x’ menos tres “cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete” “‘V’ es igual a cuatro tercios pi ‘r’ al cubo” “el valor absoluto de ‘t’ (pause) menos dos (pause) sobre seis es menor o igual a quince” “‘x’ al cuadrado ‘y’ al cubo es igual a negativo treinta y seis” o “’x’ a la segunda potencia por ‘y’ a la tercera potencia es igual a negativo treinta y seis” “ciento cincuenta y seis ‘x’ es mayor o igual a cuatro”
Coordinate pairs Answer choices with no other text	the point (−1, 2) the point A is at (6, 3). A. (−3, −4)	“el punto (pause) negativo uno coma dos” “El punto A está en (pause) seis coma tres.” “‘‘A’ (pause) negativo tres coma negativo cuatro”
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralela a el segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular a el segmento de línea CD”

SPANISH

SUGGESTED TEST READER SCRIPT

(to be used with student in advance of the day of testing)

Hola ,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de _____ [example: Smarter Balanced math] de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.[1]
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o elemento de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de braille o de impresión por pedido] y continuaré leyendo.
- Todavía puedo ayudarte con tus _____ [***list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o que lea en voz más alta o más baja si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: “Haz tu mejor trabajo. No te puedo ayudar en eso."
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

Refer to the resources on page 80-81.

[1] A reader may click on something on the screen only if this is an identified need in the student’s IEP or 504 plan and the test reader has received appropriate training on when and how to do so.

Appendix E

Translated Mathematics Style Guide

This document provides guidance on reading some of the less frequently used mathematical terms and symbols.

Measurements

- The degree symbol **º** is read as "*degrees*";
  - 42° F is read as "*forty-two degrees Fahrenheit.*"
  - 42° C is read as "*forty-two degrees Celsius.*"

Numbers

- Powers
  - 2^2 is read as "*two squared*"
  - 3^3 is read as "*three cubed*"
  - 5^4 is read as "*five to the fourth power*"
  - 2^{-10} is read as "*two to the negative tenth power*"
  - Scientific notation
    - ($a \times 10^n$) is read as "*a times 10 to the nth power*"
    - 2×10^{-4} is read as "*two times 10 to the negative fourth power*"
- Roots and Radicals
  - $\sqrt{36}$ is read as "*the square root of thirty-six*"
  - $2\sqrt{5}$ is read as "*two times the square root of five*"
  - $\sqrt[3]{36}$ is read as "*the cubed root of thirty-six*"
  - $\sqrt[n]{b}$ is read as "*the nth root of b*"
- Variables
  - Variables in parentheses are read the same way as variables without parentheses; "The time, x, in minutes," and, "The time (x) in minutes," are both read as "*The time* (pause) *x* (pause) *in minutes*."

Algebraic equations and expressions

- Absolute value
  - $|4|$ is read as "*the absolute value of 4*"
- Function notation
  - $f(x)$ is read as "*f of x*"
  - $g(-3)$ is read as "*g of negative 3*"
- Sequences and Series
  - a_1 is read as "a *sub 1*"

Geometry

- Geometric symbols
  - $m\angle$ ABC is read as "*The measure of angle A B C.*"
  - $\angle$ABC is read as "*angle A B C*"
  - $\triangle$ABC is read as "*triangle A B C*"
  - $\overline{EF}$ is read as "*line segment EF*"
  - $\overleftrightarrow{AB}$ is read as "*line AB*"
  - L' is read as "*L prime*"
- Transformation rules
  - Transformation rules, such as $(x, y) \rightarrow (x+3, -y)$, are read "*x* (pause) *y maps to x plus three* (pause) *negative y*."

Graphics

- Focus on text-based aspects of the graphic
  - Suggested phrases to use with graphs and tables:
    - Graph/table title: "*The title of the graph/ table is…*"
    - Graph axis/axes: "*The horizontal axis is labeled…*" and "*The vertical axis is labeled…*" Labels within parentheses have the preposition "in" added; Depth of water (feet) is read "Depth of water in feet."
    - Table columns/rows: "*The title of the first column is…*" and "*The title of the first row is…*" If the table does not have a title, the description should indicate the columns occur in the table: "*The title of the first column in the table is…*" and "*The title of the first row in the table is…*"
    - Table columns/rows that include text: "*The title of the first column is… and reads, from top to bottom…*" and "*The title of the first row is… and reads, from left to right…*"
    - In general, descriptions of other labels on the image should **not** reference the location
  - Suggested phrases to use with art images:
    - Include the object being referenced using geometric terms, for simple images, or terms from the item. Complex images should be referred to as "*figure*."
    - When only a single, potentially multi-word,

text-based label appears above the art, refer to this as the "*title of the art*".

  - *"The title of the picture/diagram/spinner/ etc. is…*"

- Include the location of text-based labels when there are multiple labels or if the label appears below the art.
  - "*The label above the triangle is… The label to the left of the triangle is…*"
  - "*The label to the left of the building is… The label to the right of the building is…*"
  - "*The label below the figure is…*"
- Statements such as "not drawn to scale" are read "*The figure is not drawn to scale*."

- If several graphics contain the same information (e.g., the title and labels on a graph are the same for all four options in a multiple-choice item), summarize all the graphics in a single statement using guidance above.

Appendix F

Scribing and Transcribing Guidelines

Overview

When a student cannot write or enter responses to assessment items, the student may be eligible to work with a scribe. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The scribe must be trained and qualified and must follow these guidelines. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable as a identified in Tables 5, 6, and 8. Information on documentation requirements and decision-making criteria for use of scribes and all other supports can be found in this document.

Qualifications

- The scribe should be an adult who is familiar with and to the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments. Allowing a scribe for students who do not typically receive scribe services are allowed in cases such as a student breaking an arm immediately prior to testing.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Consortium and state administration and security policies and procedures as articulated in Consortium and state administration manuals, Guidelines, and related documentation.

Preparation

- Scribes must read and sign a test security/ confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the practice and training test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has access to additional designated supports and/or accommodations. This will ensure there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on the assessments.
- In addition to a scribe, students may make use of other approved specialized tools or equipment during the test as appropriate and in accordance with these Guidelines. Scribes should be familiar with any assistive technology or approved supports the student requires.
- Scribes should have extensive practice in providing scribing support and must be familiar and comfortable with the process before working directly with a student.
- Scribes should review this Scribing Protocol for assessments with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines Prior to and During Testing

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers. The scribe's support should ideally be provided in a separate setting.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- For paper-pencil tests, the scribe will darken the answer choice (bubble) provided by the student. For constructed response items, the scribe will handwrite, type, or use a computer to record the student's work.
- A scribe may draw a graph, diagram, or picture for the student as described by the student. The scribe will ask the student to edit the drawing. The scribe will ask the student to indicate if there are any

changes they would like made.

- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written.

For Reading, EOC Mathematics, and Science

- The scribe will use correct spelling and add punctuation and capital letters.

For Writing

- The scribe will not punctuate, capitalize, or make any edits; the student will proofread to add punctuation, capitalization, capital letters, and other edits. The scribe will make student requested changes, even if incorrect.
- The scribe will correctly spell below grade-level words dictated by the student. • Students may punctuate as they dictate. For example, when stating the sentence, "The cat ran," the student can say, "The cat ran period."
- The scribe will ask the student to spell aloud any words at or above grade level and the scribe will write the student's spelling.

Role of Transcriber:

- A transcriber is different than a scribe in that a scribe creates a written document for a student and a transcriber enters a written response into the response document from the written or oral response created by the student.
- A transcriber is a school employee with strong administrative skills who has been trained in test administration and test security protocols.

- Transcribing is a required activity when a student, unable to directly input responses to the paper or online assessment, uses an approved accommodation (e.g., braille, signing, large-print).
- Prior to the student leaving the testing room, the TA and/or scribe must ensure that the student's responses are legible so that the transcriber will be able to reproduce the student's responses.
- Transcribing must occur after the student concludes the test and before the school or district completes post-assessment material packaging for return shipment.
- Request the transcribe to read aloud the completed text before final approval.
- Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this accommodation. Any typed or handwritten responses that include student notes, answers to multiple-choice, or responses to constructed-response items or writing prompts must be destroyed after testing. All recordings must be erased or destroyed after testing.

Exception:

When the function of transcription is directly tied to the function of scribing for the student (i.e., the assisting individual will enter student responses directly into the appropriate response format), the individual assisting the student now acts as a scribe and should follow the protocols for scribing.

Content-Area Specific Guidelines

Content	Specific Guidelines
English Language Arts	**Selected Response Items (Single and Multiple Answer)** • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item **Constructive Response Items (Short-Text)** • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're. • The student will proofread to add punctuation, capitalization, spacing, and make other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm his/her answer and indicate to the scribe when he/she is ready to move to the next item. **Long Essay (Full-Write)** • The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. • The scribe will correctly spell all words as dictated. • The scribe will not capitalize words or punctuate text. • The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're. • The student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm his/her answer and indicate to the scribe when he/she is ready to move to the next item. • Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Content	Specific Guidelines
Mathematics	**Selected Response Items (Single and Multiple Answer)** • The student must point to or otherwise indicate his/her selection from the options provided. • The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. • The student will indicate to the scribe when he/she is ready to move to the next item. **Constructed/Equation Response Items** • The student must point or otherwise direct the scribe in developing his/her response. • The scribe will input student work directly onscreen and in view of the student. • For responses requiring equations, the student must specify where to place figures and operands. • For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. • For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm his/her answer and indicate to the scribe when he/she is ready to move to the next item.

Considerations for students also using ASL

- The scribe should be proficient in ASL or the scribe should be working with an interpreter proficient in ASL, as determined by the member.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
  - Probing or clarifying is allowed in the case of classifiers for students using ASL.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the TA in accordance with Consortium and state policies and procedures.
- The scribe must not discuss any portion of the test with others.

Refer to the resources on page 80-81.

Appendix G

Frequently Asked Questions

Smarter Balanced states identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in these guidelines. The questions and responses were derived for the Smarter Balanced interim and summative assessments, but may allow the opportunity for generalizing to other state-administered assessments.

States may use these FAQs to assist districts and schools with transitioning from their former assessments to the Smarter Balanced assessments. In addition, the FAQs 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.

Additional information to aid in the implementation of the Guidelines is available in the *Individual Student Assessment Accessibility Profile* (ISAAP) Module, the *Test Administration Manual*, and the *Implementation Guide*.

The FAQs are 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 English language learners (ELLs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

GENERAL FAQS

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

   Universal tools are access features that are available to all students based on student preference and selection. **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced 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. These Guidelines identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

   Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

   Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. **Designated supports** are available only to students for whom an adult or team (consistent with state-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented). **Accommodations** are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

What Tools Are Available for my Student?

Category	All Students	English Language Learners (ELLs)	Students with Disabilities	ELLs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes[1]	Yes[1]	Yes	Yes
Accommodations			Yes	Yes

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

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

   Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although Print on Demand is a non-embedded accommodation, permission for students to request printing must first be set in Test Information Distribution Engine (TIDE).

4. Who determines how non-embedded accommodations (such as Read-Aloud) are provided?

   IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced and state guidance on the implementation of these accommodations.

5. Are any students eligible to use text-to-speech for ELA reading passages on the Smarter Balanced assessments?

   For students in all grades, Read-Aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member's laws, regulations, and policies. Text-to-speech is available on reading passages in all grades. Text-to-speech and Read-Aloud for ELA reading passages is not available for ELLs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting.

6. Why are some accommodations that were previously allowed for my state assessment not listed in the Guidelines?

   After examining the latest research and conducting numerous discussions with external and state experts, Smarter Balanced member states approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium will establish a standing committee, including members from Governing States, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

   Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing States for review, feedback, and approval. Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for unique accommodations for individual students.

   Member leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the

student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state-approved temporary accommodations as part of the Consortium's accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium-approved accommodations. In subsequent years, states will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

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

   The Consortium recognizes that there should be a careful balance between the need for uniformity among member states and the need for states to maintain their autonomy. To maintain this balance, individual states may elect not to make available an accommodation that is in conflict with the member state's laws, regulations, or policies.

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

   Yes, only in certain restricted and emergent 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 accommodations. Authorized state staff includes only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured. The unique accommodations approved by a state for individual students will be submitted to Smarter Balanced for review. Temporary unique accommodations accepted by Smarter Balanced will be incorporated into the official guidelines released in the following year. Authorized state staff members are not to add any universal tools, designated supports, or accommodations; only the Smarter Balanced Consortium may do so.

9. What is to be done for special cases of "sudden" physical disability?

   One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

10. Who reviewed the Smarter Balanced Guidelines?

    In addition to individuals and officials from the Smarter Balanced governing states, several organizations and their individual members provided written feedback on the guidelines:

    - American Federation of Teachers
    - California School for the Blind
    - California School for the Deaf
    - Californians Together
    - California State Teach
    - Center for Applied Special Technology
    - Center for Law and Education
    - Conference of Educational Administrators of Schools and Programs for the Deaf
    - Council for Exceptional Children
    - Council of the Great City Schools
    - Council of Parent Attorneys and Advocates
    - Learning Disabilities Association of Maryland
    - Mexican American Legal Defense and Education Fund
    - Missouri School Boards' Association
    - Missouri Council of Administrators of Special Education
    - National Center for Learning Disabilities
    - The Advocacy Institute
    - The National Hispanic University

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

    Practice tests provide students with experiences that are critical for success in navigating the

platform easily. The practice tests may be particularly important for those students who will be using designated supports or accommodations, because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. The practice tests are available at **http://wa.portal.airast.org/**

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the Individual Student Assessment Accessibility Profile (ISAAP) or state-developed process, as well as other state-developed materials consistent with the Smarter Balanced Implementation Guide.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of states.

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, or accommodations?

    Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (c) students are not able to access any externally-saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements.

    Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

    Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. **Do Not** retain printed test items/stimuli.

    The following test materials must be securely shredded immediately after each testing session and may not be retained from one testing session to the next:

    - Scratch paper and all other paper handouts written on by students during testing;
      - Please note, for mathematics and ELA-performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.
    - Any reports or other documents that contain personally identifiable student information;
    - Printed test items or stimuli.

    Additional information on this topic is provided in the *Test Administration Manual* (TAM).

13. Who is supposed to input information about designated supports and accommodations into the *Test Information Distribution Engine* (TIDE) or into a state's comparable platform? How is the information verified?

    Generally a school or district will designate a person to enter information into the TIDE .

or the state's comparable platform. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the TIDE. For students who are ELLs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the TIDE.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

    Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the *Guidelines on Tools, Supports, and Accommodations* do not match any accommodations presented in the student's IEP?

    IEP teams should consider accommodations a student needs in light of the Guidelines. If it is decided that a specific accommodation is needed that is not included in the Guidelines, the team should submit a *Non-Standard Accommodation/Designated Support Request* form to the state. The state contact will judge whether the proposed accommodation or designated support poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment the state contact will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing States about future incorporation of new accommodations into the Smarter Balanced Guidelines.

16. What is the process and timeline for updating and making changes to the *UAAG*? Smarter Balanced asks members to request changes to the *UAAG* once each year. The process for making changes to the *UAAG* is initiated by a survey that Smarter Balanced administers in April. Member leads or designees then submit requests via the survey. Upon collecting the survey results, Smarter Balanced engages in a process during May to examine research, solicit feedback from external experts and advisory committees, and discuss the requests with the *UAAG* Committee. Any new policy and/or change to existing policy that the *UAAG* committee recommends is brought to member leads for a vote. Smarter Balanced then updates the *UAAG* as necessary and posts the updated version the first week of June.

17. Why are calculators only allowed in Smarter Balanced grades 6-8 and 11?

    The development of computational fluency in the Common Core Standards in grades 3-5 is grounded in the use of strategies to perform operations taken together with the accuracy of the results. The focus and coherence described in the standards document requires that aligned assessments include items that measure the connections across standards. After grade 5, the primary focus of the standards shifts from students' understanding of operations to expanding how they use them in domains such as ratios and proportional relationships and algebra.

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

    A stimuli (also referred to as passage for ELA) is what a student will see on the left hand side of the screen. Most items/tasks for assessment include a stimulus along with a set of questions (items) to which the student responds. Stimulus materials are used in ELA assessments to provide context for assessing the knowledge and skills of students. These stimuli are diverse. They can be traditional passages but viewed on a computer screen; audio presentations with images for students to listen to; simulated

web pages for students to use for research; or scenarios to react to.

An item is the question about the stimuli and is what a student will see on the right hand side of the assessment screen.

{expanded explanation taken from Smarter Balanced English Language Arts & Literacy Stimulus Specifications January 2014}

UNIVERSAL TOOLS AND DESIGNATED SUPPORTS FAQS (AVAILABLE ALL STUDENTS)

19. Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?

    The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

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

    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.

21. 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 particular screen. However, students do lose access to any information highlighted on a previous screen.

22. How are students made aware that the spell check universal tool (for ELA) and the math universal tools (i.e., calculator) are available when moving from item to item?

    When appropriate, math items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

23. For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?

    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.

24. 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.

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

    If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

26. 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 do not need to or are unable to use them. This information must be noted in TIDE prior to test administration.

FAQS PERTAINING TO ENGLISH LANGUAGE LEARNERS (ELLS)

27. How are the language access needs of ELLs addressed in the Guidelines?

    The language access needs of ELLs 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 glossaries. These are not considered accommodations in the Smarter Balanced assessment system. No accommodations are available for ELLs on the Smarter Balanced assessments; accommodations are only available to students with disabilities and ELLs with disabilities.

28. Is Text-to-Speech available for ELLs to use?

    Text-to-Speech is available as a designated support to all students (including ELLs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-Speech for ELA reading passages is available for an ELL in all grades, only if the student has an IEP or 504 plan. For Text-to-Speech to be available for an ELL, it must be entered into TIDE.

29. What languages are available to ELLs 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.

30. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

    For Mathematics, the Consortium will provide full translations in American Sign Language, stacked translations in Spanish (with the Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian. For the Listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

    Only translations that have gone through the translation process outlined in the Smarter Balanced Translation framework would be an accepted support (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf).

31. Does a student need to be identified as an English language learner in order to receive translation and language supports? What about foreign language 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 an ELL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

32. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?

    If a student needs a Read-Aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing. Smarter Balanced is providing a PDF of the translated test directions for mathematics in: Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, Ukrainian, Dakota, French, Haitian-Creole, Hmong, Lakota, Japanese, Somali, and Yup'ik. For state exams, including the Off-Grade Level science, HSPE, MSP and EOC exams, directions are available in the following languages: Arabic, Chinese, Korean, Russian, Somali, Spanish and Vietnamese.

33. How is the translation glossaries non-embedded designated support different from the bilingual dictionary?

    The translation glossaries non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English language learners. 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 includes an audio support.

34. Will translations be available in language dialects/variants?

    Translated glossaries will be available in different languages and dialects including

Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian.

FAQS PERTAINING TO STUDENTS WITH DISABILITIES

35. What accommodations are available for students with disabilities (including ELLs with disabilities)?

    Students with disabilities (including those who are ELLs) can use embedded accommodations (e.g., American Sign Language, braille, speech-to-text) and non-embedded accommodations (e.g., abacus, alternate response options) that have been documented on an IEP or 504 accommodations plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the Guidelines within, tables 7, 8, and 9.

36. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?

    The embedded ASL accommodation is not currently available on any ELA items that are not part of the Listening claim. For the Listening test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use ASL.

37. Will sign languages other than ASL (including signing in other languages) be available?

    Currently, only ASL is available.

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

    Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. What options do districts have for administering Smarter Balanced assessments to students who are blind?

    Students who are blind and who prefer to use braille should have access to either refreshable braille (only for ELA) or embosser-created braille (for ELA or math). For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not permitted on ELA reading passages without a specific documented need in the student's IEP or 504 plan). Text-to-speech use for ELA reading passages is only permitted for those students in all grades. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students can have access to both Braille and text-to-speech that is embedded in the Smarter Balanced assessment system.

40. 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.

41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

    Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, Test Administrators should contact their District Test Coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

42. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

    The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations – including both embedded and non-embedded accommodations – need to be entered into TIDE. The print on demand accommodation applies to either passages/stimuli or items, or both.

43. 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 (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer.) Anyone who is designated to enter responses into the computer must have read, agreed to, and signed test security documentation for the district.

44. How do state officials monitor training and qualifications for the non-embedded Read-Aloud accommodation?

    Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the Read-Aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the Smarter Balanced audio guidelines available online to obtain additional information about recommended processes to follow (http://www.smarterbalanced.org/smarter-balanced-assessments/#item). Members can also use the Read-Aloud Protocol Guidelines (refer to Appendix D [English] or E [Spanish]).

45. If students are using their own devices that incorporate word prediction, will this impact their score?

    The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

46. How are Assistive Technology (AT) devices certified for use for the Smarter Balanced assessments?

    Assistive technology device manufacturers may use the Smarter Balanced practice test as a method of determining if a device works with the assessment. In addition, schools and districts can use the practice test to evaluate devices to ensure their functions are consistent with those allowed in the UAAG.

Appendix H

Glossaries

- Abacus
- Accommodations
- Alternate Assessment
- American Sign Language
- Assistive Technology
- Braille
- Designated Supports
- Disability
- Disability (Section 504)
- Elementary and Secondary Education Act (ESEA)
- End-of-Course Exams (EOC)
- English Language Learner (ELL)
- English Language Proficiency Assessment
- Essential Academic Learning Requirements (EALRs)
- Exempt Students
- Grade-Level Expectations (GLEs)
- High School Proficiency Exam (HSPE)
- High School Proficiency Exam (HSPE) - Level 2
- Home-Based Students
- Individuals with Disabilities Education ACT (IDEA)
- Individualized Education Program
- Item
- Measurements of Student Progress (MSP)
- Monitor Status
- National Assessment of Educational Progress (NAEP)
- Passages
- Permissive Mode
- Reliability
- Scenario (Science)
- Section 504
- Section 504 Plan
- Significant Cognitive Challenges
- Smarter Balanced Assessments
- Special Education Services
- Stimuli
- Streamlined Mode
- Universal Tools
- Validity
- Writing Prompt

GLOSSARY (page 1 of 5)

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: Accommodations are changes in procedures or materials that increase equitable access during the State assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.

Alternate Assessment: Alternate assessments are tools used to evaluate the performance of students who are unable to participate in regular state assessments even with accommodations. Alternate assessments provide a mechanism for students with the most significant cognitive disabilities and for other students who may need alternate assessments formats to be included in the accountability system.

American Sign Language: American Sign Language (ASL) is 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 – 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 children with disabilities. http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Pages/Assistive-Technology-Definition.aspx

Braille: Braille is a writing system that enables people who are blind or partially sighted to read and write through touch.

- Un-contracted, or Grade 1, consists of the 26 standard letters of the alphabet and punctuation. It is only used by people who are first starting to read braille.
- Contracted, or Grade 2, consists of the 26 standard letters of the alphabet, punctuation, and contractions. The contractions are employed to save space because a braille page cannot fit as much text as a standard printed page. Books, signs in public places, menus, and most other braille materials are written in contracted braille.
- Grade 3 is used mainly in personal letters, diaries and notes, and also in literature to a limited extent. It is a kind of shorthand, with entire words shortened to a few letters. There is no official standard for this version of braille.
- The Nemeth Braille Code for Mathematics is a braille code for encoding mathematical and scientific notation linearly using standard six-dot braille cells for tactile reading by the visually impaired.

Designated Supports: Designated supports for the state assessments 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).

Disability: According to Individuals with Disabilities 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.

(**Return to List**)

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.

Elementary and Secondary Education Act (ESEA): First enacted in 1965, this is the principal federal law affecting education from kindergarten through grade 12. The No Child Left Behind Act is the most recent reauthorization of the ESEA.

End-of-Course Exams (EOC): The EOC exams, based on the revised K–12 Mathematics Learning Standards, are available in algebra, integrated math I, geometry/integrated math II, and biology.

English Language Learner (ELL): The term "English language learner (ELL)" is used in place of the term "limited English proficient' as used in ESEA legislation under Title III. The Title III definition is, "the term 'limited English proficient,' when used with respect to an individual, means an individual who is aged 3 through 21; is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society".

English Language Proficiency Assessment: The English language proficiency assessment is an NCLB-compliant instrument that is used in Grades K–12 as a formal and standardized method of measuring language proficiency. The test results provide important information for classifying English language learners and subsequently for monitoring their progress in acquiring English. The assessment measures the required competencies necessary for successful academic and social language usage in mainstream classrooms: speaking, listening, reading, writing, and comprehension: www.k12.wa.us/assessment/EL/default.aspx.

Essential Academic Learning Requirements (EALRs): Essential Academic Learning Requirements (EALRs) are the set of state standards developed in the content areas of reading, writing, mathematics, science, communication, social studies, arts, and health and fitness. The EALRs articulate the state's expectations and learning standards at three benchmark levels: elementary, middle, and high school.

Exempt Students: English language learners (ELLs) who first enrolled in a U.S. public school within the past 12 calendar months are not required to take the reading and writing state assessments. English language learner students new to the U.S. are required to take the math and science state assessments.

(**Return to List**)

Grade-Level Expectations (GLEs): Grade-Level Expectations provide specific learning standards for students in grades K–10. The GLEs clarify the skills and strategies for all students to demonstrate proficiency in each content area at each grade level.

High School Proficiency Exam (HSPE): The HSPE measures the proficiency of students in high school and serves as the state's exit exam in reading and writing for students through the class of 2016.

High School Proficiency Exam (HSPE)-Level 2: A determination by a student's IEP team to establish a proficient score at Level 2, or Basic, on the state's annual assessment. This score determination process is accessible for all students on an IEP. At the high school level the HSPE-Level 2 can be used to meet state graduation requirements.

Home-Based Students: Home-based students are those whose parents have declared responsibility for their child's instruction per RCW 28A.200. Children declared by their parents as home-based and properly registered as such by the district, are exempt from mandatory participation in state assessments regardless of the amount of time the student spends in home-based instruction. However, parents must ensure that a standardized achievement test approved by the State Board of Education is administered annually to the child by a qualified individual or that an annual assessment of the student's academic progress is written by a certificated person who is currently working in the field of education.

Individuals with Disabilities Education Act (IDEA): The 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 with disabilities from three to age 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): An individualized education program or IEP means a written statement of an educational program for a student eligible for special education that is 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.

Measurements of Student Progress (MSP): The Measurements of Student Progress (MSP) is the state's exam for students in grades 5 & 8 for science.

Monitor Status: Students who exit the ELL program must be monitored for academic progress until they graduate from high school.

(**Return to List**)

National Assessment of Educational Progress (NAEP): NAEP is administered to selected schools throughout the state in grades 4 and 8 to obtain state level results. Tests include reading, mathematics, science, and writing. assessments are administered at grade 12 but state level results are not reported.

Passages (ELA): The embedded text associated with ELA items that provide the context, information, and details that students use in responding to the various items. Not all ELA items require an associated passage.

Permissive Mode: Permissive Mode is a Smarter Balanced designated support option that must be enabled in TIDE. When permissive mode is enabled, students can use accessibility software in addition to the secure browser. This feature is available when taking the Smarter ELA and mathematics tests. 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 interoperate – 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. Otherwise, they will have to log out and resume the login process. AIR's permissive mode is relaxed enough for the students to use the assistive technology that they would typically use for other activities. We recommend, which is in line with the Guidelines, that the student have ample practice with the software prior to testing and that they use the practice/training tests (in the secure mode) or interims to ensure that they are completely able to navigate the test.

Reliability: Reliability refers to the consistency of measurements.

Scenario (Science): Specific to the science content area, it establishes the background information and context students need in responding to the associated questions. Scenarios may include charts, tables, text, etc.

Section 504: 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.

(**Return to List**)

Significant Cognitive Challenges: A student in special education who has a significant cognitive disability requires intensive, highly individualized, specially designed instruction and who by reason of the disability, requires multiple opportunities to acquire and generalize knowledge and skills.

Smarter Balanced assessments: The Smarter Balanced assessments are next-generation designed assessments aligned to Washington's new K-12 learning standards English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The assessments—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—are designed for use of computer adaptive testing technologies to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed. For more information, visit: www.smarterbalanced.org/smarter-balanced-assessments/

Special Education Services: Special education means specially designed instruction, at no cost to the 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.

Streamlined Mode: The streamlined interface takes away some of the visuals that a student would see during a typical test session. It modifies the layout content to be vertical and optimized and increases overall white space.

Stimuli (all content areas): The supporting materials embedded in the test that link to the responses students generate on a test. Stimuli can be passages, scenarios, writing prompts, items, stems, questions, etc.

Universal Tools: Universal tools are access features of the assessment that are either provided as digitally-delivered components of the computer-based test administration system or separate from it. Universal tools 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.

Writing Prompt (ELA): Generated as the prime contextualized reference that students write to in responding on the full write for the ELA assessment. 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.

(**Return to List**)

Resources

Assessment Program Accommodations Guide. Retrieved from http://www.maine.gov/doe/mea/

California Department of Education. (2010, February). California High School Exit Examination. Retrieved from CAHSEE Accommodations and Modifications: http://www.cde.ca.gov/ta/tg/hs/documents/scribguidefeb10.doc

Delaware Department of Education. (2013, 06 14). Guidelines for Inclusion of Students with Disabilities and English Language Learners. Retrieved from DCAS Online: http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf

Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., & Saez, S. (2012). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes Available at: http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSManual090612.pdf.

Educational Testing Service. (2002). Guidelines for a Test Reader. Retrieved from ETS Home: https://www.ets.org/disabilities/test_reader/

Measured Progress / ETS. (2012, April 16). Mathematics Audio Guidelines. Retrieved from Smarter Balanced Assessment Consortium: www.smarterbalanced.org/.../Guidelines/.../MathematicsAudioGuidelines.pdf

Measured Progress/ETS. (2012, April 16). ELA Audio Guidelines. Retrieved from Smarter Balanced Assessment Consortium: www.smarterbalanced.org/.../Guidelines/.../ELAAudioGuidelines.pdf

New England Common Assessment Program (NECAP). (2010, August). New England Common

Fedorchak, G. (2012). Access by Design – Implications for equity and excellence in education. Draft paper prepared for the Smarter Balanced Assessment Consortium.

Measured Progress. (2013). Framework for Accessibility and Accommodations. Smarter Balanced Assessment Consortium. (Forthcoming Spring 2014)

National Center on Educational Outcomes. (2009). Accommodations bibliography. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: https://apps.cehd.umn.edu/nceo/accommodations/

National Council on Measurement in Education. (2012). Testing and data integrity in the administration of statewide student assessment programs. Professional Development Module. (Forthcoming Spring 2014)

Partnership for Assessment of Readiness for College and Careers. (2014). PARCC accessibility features and accommodations manual. Available at: http://parcconline.org/resources/educator-resources

Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSWDAccommodationsManual.pdf

S**marter Balanced Assessment Consortium. (2014).** Usability, Accessibility, and Accommodations guidelines. Available at: http://www.smarterbalanced.org/.../wp.../SmarterBalanced_Guidelines.pdf

Smarter Balanced. (2012). Translation accommodations framework for testing ELLs in mathematics. Available at: http://www.smarterbalanced.org/.../translation-accommodations-framework-for- testing-english-language-learners-in-mathematics/

State of Washington Office of Superintendent of Public Instruction. (2013, September). Access Supports and Accommodations Guidelines for State Assessments. Retrieved from State of Washington Office of Superintendent of Public Instruction: http://wa.portal.airast.org/

Smarter Balanced. (2012). Accommodations for English Language Learners and Students with Disabilities: A research-based decision algorithm. Available at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accomodations-for-under-represented-students.pdf

State of Washington Office of Superintendent of Public Instruction. (2013, September). Access Supports and Accommodations Guidelines for State Assessments. Retrieved from State of Washington Office of Superintendent of Public Instruction: http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf

Utah State Office of Education. (2013). Scribe Accommodation Guidelines. Retrieved from http://www.schools.utah.gov/ and http://www.schools.utah.gov/sars/Assessment/ScribeGuidelines.aspx

West Virginia Department of Education. (December, 2013). West Virginia Department of Education Office of Assessment and Accountability. Retrieved from West Virginia Guidelines for Participation in State Assessments, 2013-2014: Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing: http://wvde.state.wv.us/oaa/pdf/ParticipationGuidelines.pdf

Revision Log

Page	Description

Acknowledgments

This manual is based on the work from the offices of:

- Assessment
- Special Education Migrant/Bilingual
- Equity & Civil Rights