

Colorado Measures of Academic Success  
Science and Social Studies  
**Accommodations Supplement**  
Spring 2016

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## BACKGROUND INFORMATION

This document supplements the *2015 – 2016 PARCC Accessibility Features and Accommodations Manual*. Accommodations for CMAS: Science and Social Studies are available to students identified with a disability (IEP or 504 plan) and/or identified as an English learner (EL). Accommodations are available for both the computer-based and paper-based forms of the assessments. This supplement is organized by Administrative Considerations, Accessibility Features, Presentation Accommodations, Response Accommodations, and Timing Accommodations.

In order to be available to students on the day of testing, accommodations (and certain accessibility features) must be indicated on individual Student Registrations/Personal Needs Profiles (SR/PNP) in PearsonAccess<sup>next</sup> prior to testing. This information can be entered through the PearsonAccess<sup>next</sup> User Interface (UI) or through the SR/PNP file import process. For additional information, refer to the PearsonAccess<sup>next</sup> User Guide available at <https://support.assessment.pearson.com/display/PAsup/PearsonAccessnext+Next+Online+User+Guide>.

### Science and Social Studies ePATs (Practice Testing Environments)

ePATs refer to online practice testing environments that help familiarize students with computer-based accessibility features and accommodations that are made available through the online test engine, TestNav 8. Prior to testing, it is strongly recommended that students have the opportunity to access and interact with the ePATs. The ePATs will help students navigate through the online testing environment and use the available features and tools on the day of testing.

ePAT Guides may be used by teachers or other adults to guide students through the ePATs sample items. While the use of the guides with the sample items is not required, it is strongly encouraged as it will help ensure that students are familiar with TestNav 8 navigation and the types of items that may be encountered while taking the online assessments. ePATs and ePAT Guides can be accessed at [co.PearsonAccessnext.com](http://co.PearsonAccessnext.com) under the “Practice Tests” link in the Science and Social Studies quadrant, or through secure practice sessions set up in the PearsonAccess<sup>next</sup> Training Center under the CMAS: Science and Social Studies administration.

The following ePAT resources are currently available:

- Grade 4
  - 15-16 TN8 G4 Social Studies ePAT Guide
  - 15-16 TN8 G4 Social Studies ePAT\*
  - 15-16 TN8 G4 Social Studies TTS ePAT\*
  - 15-16 TN8 G4 Social Studies Spanish TTS ePAT\*
  - 14-15 TN8 G4 Social Studies ePAT Guide
  - 14-15 TN8 G4 Social Studies ePAT
  - 14-15 TN8 G4 Social Studies TTS/CC ePAT
  - 14-15 TN8 G4 Social Studies Spanish Audio/CC ePAT
  - 13-14 TN8 G4 Social Studies ePAT Guide
  - 13-14 TN8 G4 Social Studies TTS/CC ePAT
- Grade 5
  - 15-16 TN8 G5 Science ePAT Guide
  - 15-16 TN8 G5 Science ePAT\*
  - 15-16 TN8 G5 Science TTS ePAT\*
  - 15-16 TN8 G5 Science Spanish TTS ePAT\*
  - 14-15 TN8 G5 Science ePAT Guide
  - 14-15 TN8 G5 Science ePAT
  - 14-15 TN8 G5 Science TTS/CC ePAT
  - 14-15 TN8 G5 Science Spanish Audio/CC ePAT
  - 13-14 TN8 G5 Science ePAT Guide
  - 13-14 TN8 G5 Science TTS/CC ePAT
- Grade 7
  - 15-16 TN8 G7 Social Studies ePAT Guide
  - 15-16 TN8 G7 Social Studies ePAT\*
  - 15-16 TN8 G7 Social Studies TTS ePAT\*
  - 15-16 TN8 G7 Social Studies Spanish TTS ePAT\*

- 14-15 TN8 G7 Social Studies ePAT Guide
- 14-15 TN8 G7 Social Studies ePAT
- 14-15 TN8 G7 Social Studies TTS/CC ePAT
- 14-15 TN8 G7 Social Studies Spanish Audio/CC ePAT
- 13-14 TN8 G7 Social Studies ePAT Guide
- 13-14 TN8 G7 Social Studies TTS/CC ePAT
- Grade 8
  - 15-16 TN8 G8 Science ePAT Guide
  - 15-16 TN8 G8 Science ePAT\*
  - 15-16 TN8 G8 Science TTS ePAT\*
  - 15-16 TN8 G8 Science Spanish TTS ePAT\*
  - 14-15 TN8 G8 Science ePAT Guide
  - 14-15 TN8 G8 Science ePAT
  - 14-15 TN8 G8 Science TTS/CC ePAT
  - 14-15 TN8 G8 Science Spanish Audio/CC ePAT
  - 13-14 TN8 G8 Science ePAT Guide
  - 13-14 TN8 G8 Science TTS/CC ePAT
- High School
  - 15-16 TN8 HS Science ePAT Guide
  - 15-16 TN8 HS Science ePAT\*
  - 15-16 TN8 HS Science TTS ePAT\*
  - 15-16 TN8 HS Science Spanish TTS ePAT\*
  - 14-15 TN8 HS Social Studies ePAT Guide
  - 14-15 TN8 HS Social Studies TTS/CC ePAT
  - 14-15 TN8 HS Science ePAT Guide
  - 14-15 TN8 HS Science TTS/CC ePAT

TTS – Text-to-speech is available on this form type.

CC – Color contrast is available on this form type.

\*All 15-16 ePATs have color contrast functionality; however, during operational testing, only students assigned a color contrast setting through the SR/PNP will have access to color contrast.

### Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and testing environment requirements are met. Generally, most students are tested with their peers; however, under certain circumstances, a student may benefit from a change in the conditions of testing. The following considerations are available to all students for both computer-based and paper-based assessment:

- Adaptive and specialized equipment or furniture (e.g., slant board, yoga ball)
- Frequent breaks that do not stop the testing clock
- Noise Buffers
- Read aloud to self (setting considerations)
- Small group
- Specified seating
- Time of day

While administrative considerations can be recorded in PearsonAccess<sup>next</sup> through the SR/PNP file import process or through the user interface, entering this information is optional.

### **Adaptive and Specialized Equipment or Furniture**

Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards. This is not an exhaustive list. Students who use adaptive or specialized furniture or equipment should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment being used by the students (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment.

The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.

### Frequent Breaks that DO NOT Stop the Testing Clock

Students have 80 minutes to complete each section of the test for the elementary and middle school assessments (social studies grades 4 and 7, science grades 5 and 8) and 60 minutes to complete each section of the test for high school science (grade 11). Breaks do not stop the testing clock.

During breaks, student computer screens or test books and source books (social studies only) must be closed.

Students are to remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom. In these cases arrangements should be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in an individual testing environment or in a group testing environment with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students in the testing environment. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

### Noise Buffers

Noise cancelling headphones, earplugs, earphones or other noise buffers **not connected to any audio device** may be used.

Noise buffers may not be compatible with the text-to-speech accessibility feature (English) and some oral presentation accommodations such as Spanish text-to-speech and oral script.

### Read Aloud to Self

A student may read the assessment aloud to him/herself. Devices, such as “whisper phones” may also be used.

This administrative consideration requires that the student be tested in an environment separate from other students. The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.

### Small Group

Assessment policy does not prescribe the minimum group size for any student; however, for students with IEP, 504 or EL plans, schools must follow group guidelines as documented on the plans (e.g., “less than ten students” or “no more than 8 students”). If the plan does not specify the maximum number of students in the small group, common practice for that student during instruction and classroom/district assessment must be followed.

Any student may be tested in a computer lab or testing environment with a limited number of students.

The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.

### Specified Seating

Students may be seated in specified locations in the testing environment during assessment, as determined at the local level. For example, a student may need to be seated away from the door or windows to minimize distractions, or, a student may need to be seated away from a heating/cooling vent.

While seating is an administrative consideration, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing **is not** appropriate). Additionally, It is not appropriate to seat a student in a location that is not visible to the test proctor, such as behind a bookshelf separating the student from the rest of the room.

The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.

### Time of Day

Assessment policy does not prescribe the time of day for testing; however, for students with IEP, 504 or EL plans, schools must follow group guidelines as documented on the plans. Students requiring a specific time of day for assessment typically have medical needs that impact performance during some portion of the day.

Students testing at a specific time of day should follow the same testing order as the general test schedule. These test sections should be scheduled as close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test section.

If a student must be tested on a different timeline from the general student testing schedule, the DAC must be consulted when developing the student's unique testing schedule to ensure that all the requirements for test security have been met.

## Accessibility Features and Tools

A number of accessibility features and tools are embedded within the online test engine used for CMAS assessments. These accessibility features and tools are available to all students and will meet the access needs of most students. For a complete list of accessibility features and tools, refer to Table 1.

**Table 1: Embedded Accessibility Features and Tools**

Tool	Description	Location
Pointer (default)	Select answer choices, drag answer choices to their correct spots, select hot spots on an image, or deselect any other tool.	Toolbar
Text Highlighter	Highlight words	Pointer
Answer Eliminator	Visually eliminate (with a red "X") one or more answers.	Toolbar
Quarter Inch Ruler (Students may use the ruler tool as a line reader guide)	Measures lengths in $\frac{1}{4}$ " increments. Grades 4, 7, and high school only.	Toolbar
Centimeter Ruler (Students may use the ruler tool as a line reader guide)	Measures lengths in 1 cm increments. Grades 5, 8, and high school only.	Toolbar
Protractor	Measures angles in degrees. Grade 8 only.	Toolbar
4 Function Calculator	Provides four functions: addition, subtraction, division, and multiplication. Grade 5 only.	Toolbar
Scientific Calculator	Provides a range of functionality for general math, algebra, trigonometry, and statistics. Grade 8 and high school only.	Toolbar
Notepad	Take notes (replaces scratch paper)	Toolbar
Magnifier	Magnify item content while preserving clarity, contrast, and color.	User Menu
Zoom In	Zoom in on the screen.	PC: Keyboard Command (Ctrl and +)
		Mac: Keyboard command (Command and +)
		iPad: Touch screen
Zoom Out	Zoom out on the screen.	PC: Keyboard Command (Ctrl and -)
		Mac: Keyboard command (Command and -)
		iPad: Touch screen
Accessibility Feature Assigned Prior to Testing (SR/PNP)	Description	Location
Text-to-Speech (TTS form must be pre-assigned)	Text is read aloud to the student by means of the embedded text-to-speech software.	Play button
Color Contrast (A color contrast setting must be pre-assigned in advance)	Alternate color settings for text and background.	User Menu

## Accessibility Features that must be Pre-assigned through SR/PNP

Only two computer-based testing (CBT) accessibility features, text-to-speech and color contrast, must be assigned in PearsonAccess<sup>next</sup> prior to testing. (CBT accommodated forms also require special form assignment. See Table 2.)

- Text-to-speech
- Color Contrast

### Text-to-speech

Text-to-speech (in English) is an audio/oral presentation available to students who receive audio/oral presentation of text during instruction and classroom-based assessment. Through text-to-speech, on-screen text is read aloud to the student by means of embedded text-to-speech software. For most students, text-to-speech can be used for computer-based assessment *instead* of an oral script that would require word-for-word reading of the assessment by a Test Administrator.

Word-for-word highlighting accompanies the embedded computer reading of the on-screen text. As a section of text is about to be read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the computer. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box.

Students assigned to the text-to-speech form will be able to determine how and when they interact with the feature. The student may utilize the text-to-speech tool in two ways.

1. Selecting the “Play” button will cause all text to be read from the beginning of the item to the end, including sources.



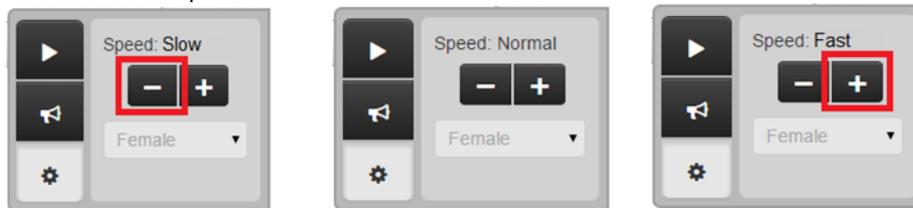
2. The “Toggle Click-to-Hear” button will allow the student to select the starting point for activating text-to-speech.



Students use the stop button to stop the reading.



Text-to-speech reading speed may be adjusted during testing by selecting the Settings button. Select the Plus or Minus buttons to increase or decrease the speed of the audio.



If tested in a group, headphones must be worn by students assigned to the text-to-speech form, and the volume must be set at such a level that there is no sound leakage to surrounding students. Students must set their volume before launching TestNav by using the “Test Audio” function on the TestNav Sign In screen. These students may take the assessment with other students who are using text-to-speech, as well as students who are not using text-to-speech. If students are unable to use headphones, speakers may be used; however, the students will need to test in a separate environment.

During testing, text-to-speech will only be available to students who have been pre-assigned the text-to-speech form through the SR/PNP in PearsonAccess<sup>next</sup> during form assignment.

Students should have the opportunity to practice with the text-to-speech functionalities on the ePATs prior to testing. Functionality is dependent upon specific item type.

**Note:** While the text-to-speech accessibility feature is available to all students, it may not be appropriate for all students. This accessibility feature increases the file size for testing which may result in slower computer response times for all students testing on the network. Students eligible for the text-to-speech form should be using similar access strategies during instruction.

**Special CBT Form Assignment Required:** Yes – text-to-speech form indicated

**Ordering Required:** No

SR/PNP file import values in Column CD (Text-to-Speech):

- 03 = English

UI display name:

- Check box for Text-to-Speech

### Color Contrast

An online color contrast feature is available for students who use similar tools to access content during instruction and classroom-based assessment. Color contrast settings allow the student to select alternate colors for text and background. There are six contrast setting options from which a student may select a combination that best meets his or her needs.

During testing, color contrast will only be available to students who have been pre-assigned a color contrast setting in PearsonAccess<sup>next</sup> through the SR/PNP. When the color contrast setting is selected, the background and text are adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

Students should have the opportunity to practice with the color contrast functionalities on the ePATs prior to testing. Functionality is dependent upon specific item type, as well as device and browser configurations.

Students may also use **external color overlays**, if they prefer, or they may use external overlays combined with color contrast settings. Students should have the opportunity to practice with their color overlays on the ePATs prior to testing. The external overlays are provided by the school. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical computer work.

For paper-based testing, **external color overlays** is the accessibility feature may be used students who use similar tools to access content during instruction and classroom-based assessment.to adjust print to page contrast. These overlays may be a full page or a partial page of colored plastic. The external overlays are provided by the school.

**Special CBT Accessibility Feature Assignment Required:** Yes – appropriate Color Contrast setting indicated

**Ordering Required:** No

SR/PNP file import values in Column BF (Color Contrast):

- 01 = black-cream
- 02 = black-lblue
- 03 = black-lmagenta
- 04 = white-black
- 05 = yellow-blue
- 06 = dgray-pgreen
- 07 = Color Overlay\*

UI display name:

- Black on Cream
- Black on Light Blue
- Black on Light Magenta
- White on Black
- Yellow on Blue
- Dark Gray on Pale Green
- Color Overlay\*

\*Color overlay should be indicated for students requiring color contrast for PBT or for students who use a color overlay *instead* of a contrast setting for CBT. If a student uses a color overlay together with a contrast setting for CTB, the contrast setting must be indicated in PearsonAccess<sup>next</sup> *instead* of color overlay.

<p><b>Black text on a cream background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>	<p><b>Black text on a light blue background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>
<p><b>Black text on a light magenta background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>	<p><b>White text on a black background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>
<p><b>Yellow text on a dark blue background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>	<p><b>Gray text on a green background</b></p> <p>Students were given the following description of a macromolecule:</p> <ul style="list-style-type: none"> <li>• made of carbon, hydrogen, and oxygen</li> <li>• used as the backbone of genetic molecules</li> <li>• used for energy and as a structural component</li> </ul> <p>To which group does this molecule belong?</p> <p><input type="radio"/> A. protein</p> <p><input type="radio"/> B. lipid</p> <p><input type="radio"/> C. nucleic acid</p> <p><input type="radio"/> D. carbohydrate</p>

Accommodations for Students with Disabilities and/or English Learners

Accommodations are available for students with disabilities and/or English learners for both the computer-based and paper-based forms of the assessments. See PRESENTATION ACCOMMODATIONS,

RESPONSE ACCOMMODATIONS, and TIMING ACCOMMODATIONS for information regarding specific accommodations.

## **ASSIGNING AND ORDERING ACCESSIBILITY FEATURES AND ACCOMMODATIONS**

### Assigning Computer-based Testing Accessibility Features and Accommodations

Special test forms and some accommodated materials must be ordered prior to testing. Three special CBT forms (i.e., Text-to-Speech, Spanish Text-to-Speech, and Oral Script) and one accessibility feature (i.e., Color Contrast settings), must be assigned prior to testing. If students requiring these accommodations or accessibility features are not assigned to the correct special form, they will not have access to the necessary accommodations or accessibility features.

Detailed instructions for assigning special forms through the PearsonAccess<sup>next</sup> User Interface (UI) are found in Appendix A of this document. The UI instructions allow you to assign or update special forms one student at a time. To assign or update multiple special forms for multiple students at the same time, see the Spring 2016 CMAS: Science and Social Studies Student Registration/Personal Needs Profile (SR/PNP) Layout directions found at <http://www.cde.state.co.us/assessment/newassess-sum>.

### Accommodations Requiring Physical Materials

Accommodations requiring physical materials must also be assigned and ordered prior to testing: online and paper-based oral scripts, braille form, regular print form, and large print form. Accommodated materials, for accommodations that are indicated in PearsonAccess<sup>next</sup> for students by the initial upload deadlines (January 22, 2016), will automatically be received on March 28<sup>th</sup>.

Detailed instructions for ordering additional accommodated materials during the additional orders window (March 29<sup>th</sup> – April 28<sup>th</sup>) are included in Appendix B of this document.

The following table identifies which accessibility features and accommodations require physical materials that need to be ordered and/or require special CBT form assignment in PearsonAccess<sup>next</sup>.

**Table 2: Accessibility Features and Accommodations – Ordering and Special Form Assignment**

<b>Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment</b>	<b>Physical Materials:</b> Secure materials are automatically ordered when indicated in PearsonAccess <sup>next</sup> by January 22, 2016. Additional materials may be ordered by District Assessment Coordinators through PearsonAccess <sup>next</sup> , as needed, during the additional orders window from March 29 <sup>th</sup> through April 28 <sup>th</sup> .	<b>Special CBT AF/Form Assignment must be indicated in PearsonAccess<sup>next</sup> (through SR/PNP file import or UI) prior to adding a student to online test session.</b>
<b>Test Format:</b> Online = O (Computer-based CBT)		
<b>CBT Accessibility Feature:</b> Color Contrast		Test Format = O Color Contrast = 01 (black-cream), 02 (black-lblue), 03 (black-lmagenta), 04 (white-black), 05 (yellow-blue), 06 (dgray-pgreen), or 07 (Color Overlay)
<b>CBT Accessibility Feature:</b> Text-to-Speech		Test Format = O Text-to-Speech = 03
<b>CBT Accommodated Form:</b> Spanish Text-to-Speech		Test Format = O EL Accommodation = Y, Translation of the Assessment (Spanish) = SPA Text-to-Speech = 04
<b>CBT Accommodation:</b> Oral Presentation – Translated/Signed <b>CBT Accommodated Form:</b> Oral Script <b>Order:</b> Oral Script for Translation CBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)	Oral Presentation: Oral Script or Human Signer = 01 (Human Signer) or 06 (CBT Oral Script for Translation)	Test Format = O Student with Disabilities = IEP or 504 or EL Accommodation = Y
<b>Test Format:</b> Paper = P (Paper-based PBT)	Test Format = P	
<b>PBT Accommodated Form:</b> Braille <b>Order:</b> Braille Kit	Test Format = P Student with Disabilities = IEP Braille with Tactile Graphics = 03 (Contracted) or 04 (Uncontracted)	
<b>PBT Accommodated Form:</b> Large Print <b>Order:</b> Large Print Test Book	Test Format = P Student with Disabilities = IEP or 504 Large Print = Y	
<b>PBT Accommodated Form:</b> Spanish Paper-based <b>Order:</b> Spanish Paper Form	Test Format = P EL Accommodation = Y Translation of the Assessment (Spanish) = SPA	
<b>PBT Accommodation:</b> Oral Presentation – Eng <b>Order:</b> Oral Script, English PBT	Test Format = P Student with Disabilities = IEP or 504	
<b>PBT Accommodation:</b> Oral Presentation – Spa <b>Order:</b> Oral Script, Spanish PBT	Test Format = P EL Accommodation = Y Translation of the Assessment (Spanish) = SPA	
<b>PBT Accommodation:</b> Oral Presentation – Translated/Signed <b>Order:</b> Oral Script for Translation PBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)	Test Format = P Student with Disabilities = IEP or EL Accommodation = Y Oral Presentation: Oral Script or Human Signer = 01 (Human Signer) or 06 (CBT Oral Script for Translation)	

## PRESENTATION ACCOMMODATIONS

Presentation accommodations are changes to the way the assessment is presented to a student with a need for the accommodation, as documented on an IEP, 504 or EL plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments.

**Table 3: Computer-based and Paper-based Presentation Accommodations**

Accommodation	Computer-based		Paper-based
	Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only
Braille with Tactile Graphics			IEP with Visual Impairment only
Large Print (18 point font)	Zoom (300% across all browsers)/Magnifier Tool		IEP, 504 Only
Low-Vision Devices (CCTV, etc.)	Zoom (300% across all browsers)/Magnifier Tool	IEP, 504 Only	IEP, 504 Only
Oral Presentation – English	Text-to-Speech – Accessibility Feature		Oral Script, English PBT-IEP, 504 or EL Only
Oral Presentation – Spanish*		Spanish Text-to-Speech - EL Only (NEP/LEP)	Oral Script, Spanish PBT-EL Only (NEP/LEP)
Oral Presentation – Translated* (Languages Other Than English or Spanish) (Translated Locally)		Oral Script for Translation CBT - EL Only (NEP/LEP)	Oral Script for Translation PBT - EL Only (NEP/LEP)
Oral Presentation – Sign System/Language		Oral Script for Translation CBT - IEP with a sign system/language as the primary mode of communication	Oral Script for Translation PBT - IEP with a sign system/language as the primary mode of communication
Paper-based Form**			IEP, 504 or EL (NEP/LEP) Only
Spanish Form*		Spanish with Text-to-Speech - EL Only (NEP/LEP)	Spanish Paper Test - EL Only (NEP/LEP)
Word-to-Word Glossary		EL Only (NEP/LEP/Monitor Yr.1)	EL Only (NEP/LEP/Monitor Yr.1)

\*Student must be in EL Proficiency program 5 years or less.

\*\* The paper-based form of the CMAS: Science and Social Studies assessments is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or English learners.

### Braille with Tactile Graphics

Computer-based Assessment	Not currently available.
Paper-based Assessment	<p>Available only to students with an IEP with a documented diagnosis of blindness/ visual impairment.</p> <p>Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.</p> <p>The assessment must be administered by a teacher who is proficient in reading braille. This accommodation is typically administered in an individual assessment environment by a teacher</p>

	<p>of the visually impaired (TVI).</p> <p>Test Administrators will need access to the <i>Teacher Notes for Braille</i> shipped with the braille kit prior to the administration of the assessment to ensure that all needed materials are procured. Test Administrators do not need early access to the assessment other than to verify the correct form of braille has been provided (i.e., contracted or uncontracted).</p> <p>Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the test book. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student’s responses must be translated and <b>transcribed</b> by a TVI into a scannable test book to be submitted for scoring. Student work and/or answers not transcribed will not be scored.</p> <p>See transcription directions included in the braille kit for additional information.</p>
	<p><b>Ordering Required:</b> Yes: braille (contracted or uncontracted)</p> <p>DACs may order contracted literary braille or uncontracted literary braille. Determination of which format is needed will be made by a teacher certified in the area of visual impairments through the <u>Learning Media Assessment</u> process.</p> <p>If the braille form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the braille form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

**Large Print (18 point font)**

Computer-based Assessment	<p><b>Accessibility Feature:</b></p> <p>Students will be able to enlarge the on-screen text and images using “ctrl +” on the keyboard for PCs and Chromebooks, and “command +” on the keyboard for Macs. Students will be able to return to regular size by using “ctrl –” keys for PCs and Chromebooks, and “command –” on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling.</p> <p>Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing.</p> <p><b>Recommendation:</b> Optimal zoomed presentation typically occurs at 300%.</p>
	<p><b>Special Online Form Assignment Required:</b> No</p>
	<p><b>Ordering Required:</b> No</p>
Paper-based Assessment	<p>Large print paper-based forms are available for students as documented in their IEP or 504 plans.</p> <p>The large print test is packaged as a kit. The enlarged print test books are printed in full color on ivory paper. Test questions are printed in 18 point Calibri font; graphics are enlarged. The large</p>

	<p>print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches. Each large print book is sealed by test section. (A large print source book is also included in the large print test kit for social studies assessments.)</p> <p>In the High School Science large print test kit only, a magnifier sheet is included and can be used to increase font size on the printed periodic table as not all text meets the 18 point font minimum.</p> <p>Separate visual descriptions are included in the large print test kits. These picture descriptions describe some of the images or graphics in the student’s test book. Descriptions are not included for all visuals; they are included to increase accessibility to select images.</p> <p>Student answers must be transcribed into a scannable test book and returned to Pearson for scoring. Student work and/or answers that are not transcribed will not be scored.</p> <p>See transcription directions, included in the large print test kit, for additional information.</p>
	<p><b>Ordering Required:</b> Yes – large print form</p> <p>If the large print form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the large print form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

### Low-Vision Devices

Computer-based Assessment	<p><b>Accessibility Feature:</b></p> <p>Students will be able to enlarge the on-screen text and images using “ctrl +” on the keyboard for PCs and Chromebooks, and “command +” on the keyboard for Macs. Students will be able to return to regular size by using “ctrl –” keys for PCs and Chromebooks, and “command –” on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling.</p> <p>Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing.</p> <p><b>Recommendation:</b> Optimal zoomed presentation typically occurs at 300%.</p>
	<p><b>Special Online Form Assignment Required:</b> No</p>
	<p><b>Ordering Required:</b> No</p>
Paper-based Assessment	<p>Students will use their low vision device with a regular or large print paper-based form. Student answers in test book. Transcription is not required unless the low vision device is used together with a large print test book.</p>
	<p><b>Ordering Required:</b> Yes – paper form</p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

## Oral Presentation - English

<p>Computer-based Assessment</p>	<p><b>Accessibility Feature:</b> Text-to-Speech</p> <p>Text-to-speech in English is available to students who receive audio/oral presentation of text during instruction and classroom-based assessment. See Accessibility Features section for additional information about text-to-speech.</p> <p>For most students, text-to-speech can be used instead of an oral script that requires reading by a Test Administrator. If a student requires support beyond text-to-speech oral presentation, a paper-based form must be ordered together with an <i>Oral Script, English PBT</i> (see information below).</p> <p>Students should have the opportunity to practice with the text-to-speech accessibility feature on the ePATs prior to testing.</p> <hr/> <p><b>Special CBT Form Assignment Required:</b> Yes – Text-to-Speech</p> <hr/> <p><b>Ordering Required:</b> No</p>
<p>Paper-based Assessment</p>	<p><b>Accommodation:</b> Oral Script, English PBT</p> <p>Oral scripts are used to provide an oral presentation of the paper-based assessment to students as documented in IEP, 504 or EL plans. This script is to be read word-for-word to a student by a Test Administrator. All oral scripts are secure testing materials.</p> <p>Test Administrators must be able to read and pronounce English correctly. Refer to the <i>CMAS: Science and Social Studies Procedures Manual</i> for additional qualifications of Test Administrators.</p> <p>Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and with the appropriate practices associated with this accommodation. Instructions for early access to assessment materials may be found in the <i>CMAS: Science and Social Studies Procedures Manual</i>.</p> <p>Students using this oral script must be grouped by grade level and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud from the script to the entire testing group. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <hr/> <p><b>Ordering Required:</b> Yes –paper form and <i>Oral Script, English PBT</i></p> <p>If the paper-based form and <i>Oral Script, English PBT</i> were indicated in PearsonAccess<sup>next</sup> before January 22, 2016, they will be received with the district’s automatic initial shipment on March 28. If the paper-based form and <i>Oral Script, English PBT</i> were not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

Oral Presentation - Spanish	
Computer-based Assessment	<p><b>Accommodation:</b> Spanish Text-to-Speech</p> <p>Spanish text-to-speech is available only to students designated as NEP/LEP for five years or less with a home language of Spanish. Students should be receiving content-based instruction in Spanish either in the current or the prior year. While Spanish text-to-speech is an accommodation, the embedded tool functions in the same way as the English text-to-speech accessibility feature. See Accessibility Features section for additional information about text-to-speech functionality.</p> <p>For most students, text-to-speech can be used instead of an oral script that requires reading by a Test Administrator. If a student requires support beyond text-to-speech oral presentation, a Spanish paper-based form must be ordered together with an oral script, Spanish PBT.</p> <p>Students should have the opportunity to practice with Spanish text-to-speech on the ePATs prior to testing.</p> <p><b>Special CBT Form Assignment Required:</b> Yes: Spanish Text-to-Speech</p> <p><b>Ordering Required:</b> No</p>
Paper-based Assessment	<p><b>Accommodation:</b> Oral Script, Spanish PBT</p> <p>A paper oral script accommodation is available only to students designated as NEP/LEP for five years or less with a home language of Spanish. Students should be receiving content-based instruction in Spanish either in the current or the prior year. All oral scripts are secure testing materials.</p> <p>Test Administrators must be able to read and pronounce Spanish correctly. Refer to the <i>CMAS: Science and Social Studies Procedures Manual</i> for additional qualifications of Test Administrators.</p> <p>Test Administrators may have supervised access to the Spanish oral script for the paper-based assessment 24 hours prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices associated with this accommodation. Instructions for early access to assessment materials are found in the <i>CMAS: Science and Social Studies Procedures Manual</i>.</p> <p>Students using this oral script must be grouped by grade level and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in Spanish from the script to the entire testing group. Students may follow along in their Spanish test books. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – Spanish paper form and <i>Oral Script, Spanish PBT</i></p>

	<p>If the paper-based Spanish form and <i>Oral Script, Spanish PBT</i> were indicated in PearsonAccess<sup>next</sup> before January 22, 2016, they will be received with the district’s automatic initial shipment on March 28. If the paper-based Spanish form and <i>Oral Script, Spanish PBT</i> were not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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**Oral Presentation – Translated**

<p>Computer-based Assessment</p>	<p>An <i>Oral Script for Translation CBT</i> accommodation is available only to students designated as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language either in the current or the prior year.</p> <p>Translators may have supervised access to the <i>Oral Script for Translation CBT</i> for the computer-based assessment five working days prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices associated with this accommodation. Translators must use translation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS: Science and Social Studies Procedures Manual</i>.</p> <p>Test Administrators must be able to read and pronounce the other language correctly. Refer to the <i>CMAS: Science and Social Studies Procedures Manual</i> for additional qualifications of Test Administrators.</p> <p>Students using the translated oral script must be grouped by language, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in the other language from the script to the entire testing group. The words on the computer are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Oral Script for Translation CBT</i> and the locally translated oral scripts are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Oral Script</p> <p><b>Ordering Required:</b> Yes – <i>Oral Script for Translation CBT</i> (translated locally)</p> <p>If the <i>Oral Script for Translation CBT</i> was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the <i>Oral Script for Translation CBT</i> was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
<p>Paper-based Assessment</p>	<p>An <i>Oral Script for Translation PBT</i> accommodation is available only to students designated as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language either in the current or the</p>

	<p>prior year.</p> <p>Translators may have supervised access to the <i>Oral Script for Translation PBT</i> for the paper-based assessment five working days prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices associated with this accommodation. Translators must use translation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS: Science and Social Studies Procedures Manual</i>.</p> <p>Test Administrators must be able to read and pronounce the other language correctly. Refer to the <i>CMAS: Science and Social Studies Procedures Manual</i> for additional qualification of Test Administrators.</p> <p>Students using the <i>Oral Script for Translation PBT</i> must be grouped by language, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in the other language from the script to the entire testing group. The words in the test book are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Oral Script for Translation PBT</i> and the locally translated oral scripts are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – paper form and <i>Oral Script for Translation PBT</i> (translated locally)</p> <p>If the paper-based form and <i>Oral Script for Translation PBT</i> were indicated in PearsonAccess<sup>next</sup> before January 22, 2016, they will be received with the district’s automatic initial shipment on March 28. If the paper-based form and <i>Oral Script for Translation PBT</i> were not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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**Oral Presentation - Sign System/Language**

Computer-based Assessment	<p>Available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language.</p> <p>Interpreters interpret the <i>Oral Script for Translation CBT</i> in the same sign language/system typically used with the student (ASL, PSE or SEE) during instruction. Instructions for Signing of Oral Scripts are available in Appendix L of the <i>PARCC Accessibility Features and Accommodations Manual</i>.</p> <p>Interpreters may have supervised access to the oral script five working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials are found in the <i>CMAS: Science and Social Studies</i></p>
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	<p><i>Procedures Manual.</i></p> <p>When interpreting the assessment, interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.</p> <p>An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the oral script. This allows the student to maintain contact with the interpreter and the print simultaneously.</p> <p>Students using the <i>Oral Script for Translation CBT</i>, interpreted locally, must be grouped by sign language/system, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is signed from the script to the entire testing group. The words on the computer are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is signed to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Oral Script for Translation CBT</i> and any notes made to facilitate sign language system/interpretation are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Oral Script</p> <p><b>Ordering Required:</b> Yes – <i>Oral Script for Translation CBT</i> (translated locally)</p> <p>If the <i>Oral Script for Translation CBT</i> was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the <i>Oral Script for Translation CBT</i> was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
Paper-based Assessment	<p>Available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign language/system.</p> <p>Interpreters interpret the <i>Oral Script for Translation PBT</i> in the same sign language system typically used with the student (ASL, PSE or SEE) during instruction. Instructions for Signing of Oral Scripts are available in Appendix L of the <i>PARCC Accessibility Features and Accommodations Manual</i>. The majority of students needing presentation in a sign language/system should be using the online form of the assessments.</p> <p>Interpreters may have supervised access to the <i>Oral Script for Translation PBT</i> five working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS and CoAlt: Procedures Manual</i>.</p>

	<p>When interpreting the assessment, interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.</p> <p>Students using the <i>Oral Script for Translation PBT</i>, interpreted locally, must be grouped by sign language/system, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is signed from the script to the entire testing group. The words in the test book are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is signed to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Oral Script for Translation PBT</i> and any notes made to facilitate sign language system/interpretation are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p>
	<p><b>Ordering Required:</b> Yes – paper-based form and <i>Oral Script for Translation PBT</i> (translated locally)</p> <p>If the paper form and <i>Oral Script for Translation PBT</i> were indicated in PearsonAccess<sup>next</sup> before January 22, 2016, they will be received with the district’s automatic initial shipment on March 28. If the paper form and <i>Oral Script for Translation PBT</i> were not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

**Paper-based Form**

Paper-based Assessment	<p>The paper-based form of the CMAS: Science and Social Studies assessments is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or English learners such as students who:</p> <ul style="list-style-type: none"> <li>• Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer;</li> <li>• Need oral presentation support beyond English or Spanish text-to-speech and thus require an oral script for PBT; or</li> <li>• Have an IEP or 504 plan that requires assistive technology that may not be compatible with the computer-based administration.</li> </ul>
	<p><b>Ordering Required:</b> Yes –paper test format</p> <p>If the paper-based test format was indicated for an individual student in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based test format was not indicated in PearsonAccess<sup>next</sup> before January 22 for an individual student, an additional order must be placed.</p>

**Spanish Form**

Computer-based Assessment	Available to students identified as NEP/LEP in English Language Proficiency program for five years or less.
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	<p>Test content presented in Spanish with embedded Spanish text-to-speech feature that allows the device to play audio of the text that appears on the screen. Students assigned to the Spanish text-to-speech form will be able to determine if and when they interact with the audio feature. While Spanish text-to-speech is an accommodation, the embedded tool functions in the same way as the English text-to-speech accessibility feature. See Accessibility Features section for additional information about text-to-speech functionality.</p> <p>Headphones must be worn by students using the Spanish text-to-speech form. If students are unable to wear headphones, they must be assessed in a separate environment.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Spanish Text-to-Speech</p> <p><b>Ordering Required:</b> No</p>
Paper-based Assessment	<p>Grades 4 and 5 only – Bilingual presentation of test content in Spanish and English. In the test book, Spanish is stacked on top of English. A Spanish bilingual source book is included in the social studies kit. These printed source books are sealed by section to correspond with the respective sealed sections of the test books. Like the test books, the source books are bilingual with source information printed in Spanish followed by English.</p> <p>Grades 7, 8, and high school – Test content presented in Spanish. Spanish source book included with social studies kit.</p> <p>Available to students identified as NEP/LEP in English Language Proficiency program for five years or less.</p> <p><b>Ordering Required:</b> Yes – Spanish paper form and <i>Oral Script, Spanish PBT</i></p> <p>If the paper-based Spanish form and <i>Oral Script, Spanish PBT</i> were indicated in PearsonAccess<sup>next</sup> before January 22, 2016, they will be received with the district’s automatic initial shipment on March 28. If the paper-based Spanish form and <i>Oral Script, Spanish PBT</i> were not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

### Word-to-Word Glossary (also considered a response accommodation)

Computer-based Assessment	<p>Available to students identified as NEP/LEP/FEP/Monitor Year 1 via paper-based linguistic glossary.</p> <p>A word-to-word glossary (English and the student’s native language) is provided by the school. The word-to-word glossary may not contain definitions.</p> <p>Test Administrators may not assist students with glossary use.</p> <p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
Paper-based Assessment	<p>Available to students identified as NEP/LEP/FEP/Monitor Year 1 via paper-based linguistic glossary.</p> <p>A word-to-word glossary (English and the student’s native language) is provided by school. The word-to-word glossary may not contain definitions.</p> <p>Test Administrators may not assist students with glossary use.</p> <p><b>Ordering Required:</b> No</p>

**RESPONSE ACCOMMODATIONS**

**Table 4: Computer-based and Paper-based Response Accommodations**

Accommodation		Computer-based		Paper-based
		Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only
<b>Response</b>	Assistive Technology		IEP, 504 or EL Only	IEP, 504 or EL Only
	Braille/Braille Note-taker			IEP with Visual Impairment Only
	Scribe - English <b>Spoken</b>		IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	Scribe – Spanish <b>Spoken</b>		An EL (NEP/LEP) with an IEP or 504	An EL (NEP/LEP) with an IEP or 504
	Scribe - Other Language <b>Spoken</b> (Language other than English or Spanish)		An EL (NEP/LEP) with an IEP or 504*	An EL (NEP/LEP) with an IEP or 504*
	Spanish Response - <b>Written</b>		EL Only (NEP/LEP)	EL Only (NEP/LEP)
	Other Language - <b>Written</b> (Transcription) (Language other than English or Spanish)		EL Only (NEP/LEP)	EL Only (NEP/LEP)
	Speech-to-Text		IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	Talking Calculator/Abacus/Tactile Math Manipulatives		IEP with Visual Impairment Only	IEP with Visual Impairment Only
	Word Prediction		IEP, 504 or EL Only	IEP, 504 or EL Only

\*Given the complexity of translating and transcribing student responses into the online form of the assessment, the paper-based form is recommended

**Assistive Technology**

Computer-based Assessment with Assistive Technology	<p>Available to students as documented on their IEP, 504 or EL plans.</p> <p>Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.</p> <p>Assistive technology includes but is not limited to computers, keyboards, communication devices, and adaptive computer input/output devices.</p> <p>Some students may require software that is not compatible with TestNav 8. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access.</p> <p>Additional considerations for test security must be applied when students are using a second device in the testing environment, including speech-to-text and word prediction software.</p> <ul style="list-style-type: none"> <li>• Students must be seated in such a manner that they cannot see other students’ screens.</li> <li>• Students must not retrieve or access work from another student.</li> <li>• Students must not be able to access additional programs or the Internet while in the testing environment.</li> <li>• Students must not be able to access any previously saved data while in the testing</li> </ul>
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environment.

- Assistive technology devices with student answers on them are secure test materials and must be secured as such.

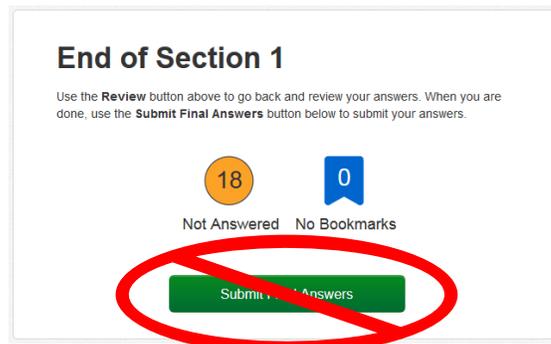
Extra time may not be given for “lost” work.

Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) should be supervised.

For students using assistive technology and/or augmentative communication devices that do produce a printed product, student work must be printed and transcribed into TestNav 8 by a school district employee prior to when the student begins the next test section.

After completing the last question, the End of Section screen will appear. Students should NOT select the green “Submit Final Answers” button.



#### Transcribing Immediately Following the Student Completing the Test Section

It is strongly suggested that transcribing occur as soon as the student finishes testing and prior to the student exiting the section. The following steps should be followed for transcribing immediately following testing:

1. After completing the last question in the section, the student will NOT “Submit Final Answers” or exit the test.
2. The student may be excused from the testing environment.
3. Student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
4. Using TestNav’s review drop-down menu in the student’s test, the transcriber will navigate to each of the constructed response items.
5. The transcriber will copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.
6. School personnel will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures.
  - a. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.
7. This process will be repeated for subsequent sections.

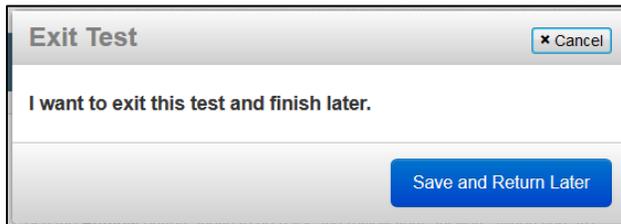
## Delayed Transcribing

If transcribing is not going to immediately follow the student's completion of the test section, the below steps must be followed. (The Test Administrator may assist students who need help exiting their test.)

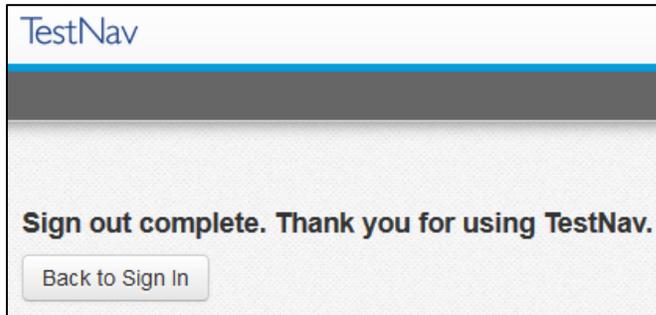
1. The student will NOT "Submit Final Answers" but WILL exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the section), they should notify the Test Administrator.
  - b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



- c. Choose the option "Sign out of TestNav".
    - d. Select "Save and Return Later" on the Exit Test screen.

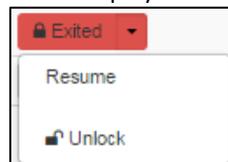


- e. The sign out confirmation screen will appear.

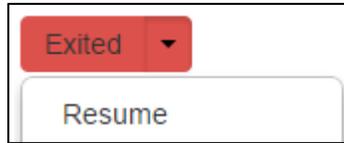


The student's section status in PearsonAccess<sup>next</sup> should now be "Exited".

2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
3. The Test Administrator will "unlock" and "resume" the student's test section through the PearsonAccess<sup>next</sup> Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess<sup>next</sup> using the Test Administrator computer.
  - a. Go to **Testing > Students in Sessions**.
  - b. Type the name of the student's test session in the **Session List** box.
  - c. Select the session name from the search results.
  - d. Locate the student and select the student's section status and select **Unlock** if the lock icon is displayed.



- e. Select the student's section status again and select **Resume**.



- i. The student's status should now be "Resumed".
- f. On the student's testing device, enter the username and password from the Student Testing Ticket.
4. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber will navigate to each of the constructed response items.
  5. The transcriber will select the green "Submit Final Answers" button on the End of Section Screen and sign the student out of the test section by following typical exit procedures.
    - a. The student's section status in PearsonAccess<sup>next</sup> should now be "Completed".
  6. This process will be repeated for subsequent sections.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D, to verify that this has been completed. This documentation must be available upon request by CDE.

Printed pages containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.

Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.

**Special Online Form Assignment Required: No**

**Ordering Required: No**

Paper-based Assessment with Assistive Technology

Available to students as documented on their IEP, 504 or EL plans.

Students who use assistive technology to respond in the classroom and for assessments on a day-to-day basis, and who have the appropriate documentation on their formal educational plans, must use technology in lieu of a scribe for state assessments.

Assistive technology includes, but is not limited to, computers, keyboards, and communication devices. Students may have required devices in the testing environment to provide access to that software. The devices may not have Internet access.

Additional considerations for test security must be applied when students are using assistive technology, including speech-to-text and word prediction software.

- Students must be seated in such a manner that they cannot see other students' screens.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs or the Internet while in the testing environment.
- Student must not be able to access any previously saved data while in the testing environment.
- Assistive technology devices with student answers on them are secure test materials and must be secured as such.

	<p>Extra time may not be given for “lost” work.</p> <p>For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) should be supervised.</p> <p>For students using assistive technology and/or augmentative communication devices that do produce a printed product, student work must be printed and transcribed verbatim into the student’s test book. Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Transcribing Immediately Following the Student Completing the Test Section</p> <p>The following steps should be followed for transcribing following testing:</p> <ol style="list-style-type: none"> <li>1. The student may be excused from the testing environment.</li> <li>2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.</li> <li>3. The transcriber will copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.</li> <li>4. Transcriber will deliver materials back to the Test Administrator or SAC.</li> </ol> <p>Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D, to verify that this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Ordering Required:</b> Yes – appropriate paper form</p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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Braille/Braille Note-taker	
Computer-based Assessment	Not applicable.
Paper-based Assessment	<p>Available only to students with an IEP with a documented diagnosis of blindness/visual impairment.</p> <p>Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments (TVI).</p> <p>The assessment must be administered by a teacher who is proficient in reading braille.</p> <p>The assessment must be administered in an individual testing environment with adequate space</p>

	<p>for all materials, including the braille test book, the braille source book (social studies only) and braille/brailler note-taker.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student's responses must be <b>transcribed</b> into the student's regular test book by a teacher who is proficient in reading braille to be submitted for scoring. <b>Verbatim</b> transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, braille produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p>
	<b>Ordering Required:</b> Yes – contracted or uncontracted braille form

### Scribe – English Spoken

<p>Computer-based Assessment with Scribe – English Spoken</p>	<p>Available for students as documented in their IEP, 504 or EL plans (identified as NEP/LEP for five years or less).</p> <p>In making decisions on whether to provide this accommodation for students with an IEP or 504 plan, teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that severely limits or prevents the student's motor process of writing through keyboarding;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A disability that severely limits or prevents the student from expressing his/her thoughts in writing, even after varied and repeated attempts to teach the student to do so.</li> </ul> <p>Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team;</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction;</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The student's inability to express in written form is documented in an IEP or 504 plan.</li> </ul> <p>The Scribe – English Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student's preference to speak rather than write/type.</li> <li>• A student's poor attention span.</li> </ul> <p>Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.</p> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p> <p>Scribes must be proficient in reading and writing in English and be proficient in keyboarding.</p> <p>The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on selected response items.</p>
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	<p>For constructed response items:</p> <p>The scribe must type student responses verbatim into the TestNav 8 constructed response field. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p>The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p>The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p>The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p>
	<p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Assessment with Scribe – English Spoken</p>	<p>Available for students as documented in their IEP, 504 or EL plans (identified as NEP/LEP for five years or less).</p> <p>In making decisions on whether to provide this accommodation for students with an IEP or 504 plan, teams are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A disability that severely limits or prevents the student from expressing his/her thoughts in writing, even after varied and repeated attempts to teach the student to do so.</li> </ul> <p>Before listing the accommodation in the student’s IEP or 504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team;</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction;</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The student’s inability to express in written form is documented in an IEP or 504 plan.</li> </ul> <p>The Scribe – English Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul>

	<p>Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.</p> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p> <p>Scribes must be proficient in reading and writing in English. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p style="padding-left: 40px;">The scribe must write student responses verbatim into the constructed response field of the student’s test book. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p style="padding-left: 40px;">The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p style="padding-left: 40px;">The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p style="padding-left: 40px;">The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p> <p><b>Ordering Required:</b> Yes – paper-based form</p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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<b>Scribe - Spanish Spoken</b>	
Computer-based Assessment with Scribe – Spanish Spoken	<p>Available to students identified as NEP/LEP for five years or less with a home language of Spanish who also have and IEP or 504 plan. Students should be receiving content-based instruction in Spanish either in the current or the prior year.</p> <p>The Scribe – Spanish Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s preference to speak rather than write/type.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a</p>

	<p>test section.</p> <p><b>Student responses are recorded in Spanish. No onsite translation should occur.</b></p> <p>Scribes must be proficient in reading and writing in Spanish and must be proficient in keyboarding.</p> <p>The student tells the scribe exactly what to type directly into the student’s test on the computer, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p>The scribe must type student responses verbatim into the TestNav 8 constructed response field. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p>The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p>The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p>The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p> <p><b>Special Online Form Assignment Required:</b> Spanish with Text-to-Speech</p> <p><b>Ordering Required:</b> No</p>
<p>Paper-based Assessment with Scribe – Spanish Spoken</p>	<p>Available to students identified as NEP/LEP for five years or less with a home language of Spanish who also have and IEP or 504 plan. Students should be receiving content-based instruction in Spanish either in the current or the prior year.</p> <p>The Scribe – Spanish Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p> <p><b>Student responses are recorded in Spanish. No onsite translation should occur.</b></p> <p>Scribes must be proficient in reading and writing in Spanish. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers</p>

	<p>to select on selected response items.</p> <p>For constructed response items:</p> <p>The scribe must write student responses verbatim into the constructed response field of the student’s test book. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p>The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the testing session.</p> <p>The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p>The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p>
	<p><b>Ordering Required:</b> Yes – Spanish Paper-based Form</p> <p>If the paper-based Spanish form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based Spanish form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

Scribe – Other Language Spoken (Language other than English or Spanish)	
<p>Computer-based Assessment with Scribe – Other Language Spoken (Language other than English or Spanish)</p>	<p>Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish who also have and IEP or 504 plan. Students should be receiving content-based instruction in the other language either in the current or the prior year. Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students who are providing responses in languages other than English or Spanish with the paper-based form.</p> <p>The Scribe – Other Language Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s preference to speak rather than write/type.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment. This accommodation must be administered individually.</p> <p>The steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. Scribe responses on a separate piece of paper in the student’s language,</li> <li>2. Exit the student from the test section following the directions below,</li> <li>3. Translate the student’s responses into English on a separate piece of paper*, and</li> <li>4. Transcribe the student’s responses into the student’s online test form.</li> </ol>

\*If the person providing the translation is also the person who will do the entry into the student's online form, steps 3 and 4 may be combined without translating the student's responses on a separate piece of paper.

#### SCRIBING

##### **Student responses are recorded in the student's language.**

Scribes must be proficient in reading and writing in the student's language. The scribe should be familiar with the content area in the student's language. The scribe must write legibly.

The student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on selected response items.

For constructed response items:

The scribe must write student responses verbatim onto a separate piece of paper indicating each response by item number. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

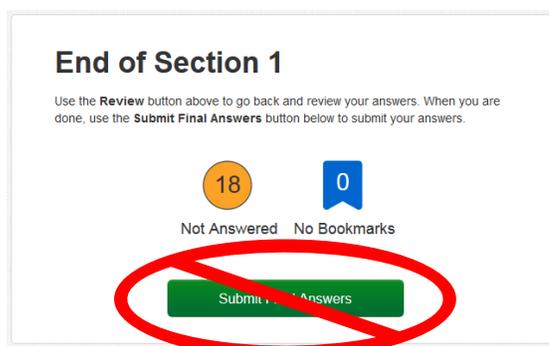
The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or delete?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

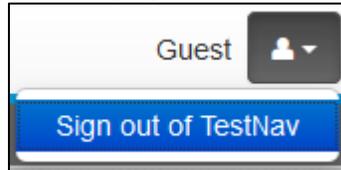
#### EXITING

After completing the last question, the End of Section screen will appear. Students should NOT select the green "Submit Final Answers" button.

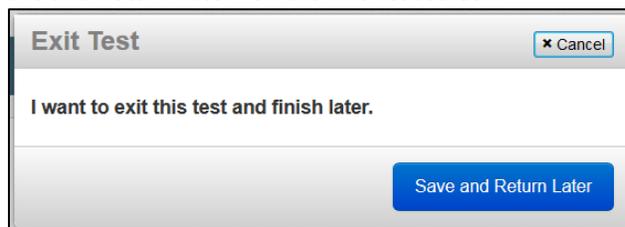


The student will NOT “Submit Final Answers” but WILL exit the test section by completing the following steps:

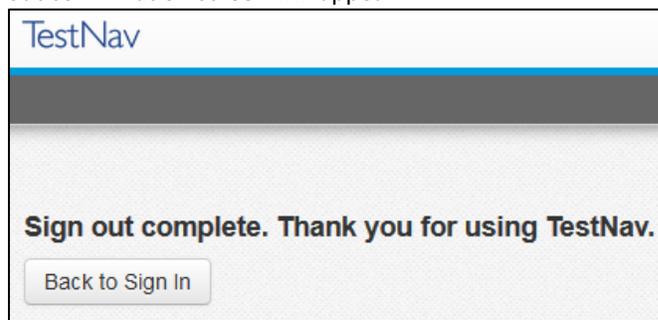
1. Students must be told that when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the section), they should notify the Test Administrator.
2. After completing the last question, select the button next to the student’s name displayed in the top right corner of the screen.



3. Choose the option “Sign out of TestNav”.
4. Select “Save and Return Later” on the Exit Test screen.



5. The sign out confirmation screen will appear.



The student’s section status in PearsonAccess<sup>next</sup> should now be “Exited”.

#### TRANSLATING

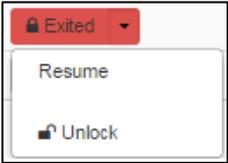
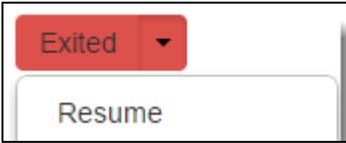
The translator must be proficient in reading and writing in the student’s language as well as English. The translator should be familiar with the content area in both English and the student’s language. The translator must write legibly.

The translation should be done on a separate piece of paper indicating each response by item number.

#### TRANSCRIBING

The transcriber should be proficient in keyboarding.

1. The Test Administrator will “unlock” and “resume” the student’s test section through the PearsonAccess<sup>next</sup> Students in Sessions screen. To unlock and resume a student’s test, follow these steps in PearsonAccess<sup>next</sup> using the Test Administrator computer.
  - a. Go to **Testing > Students in Sessions**.
  - b. Type the name of the student’s test session in the **Session List** box.
  - c. Select the session name from the search results.

	<p>d. Locate the student and select the student’s section status and select <b>Unlock</b> if the lock icon is displayed.</p>  <p>e. Select the student’s section status again and select <b>Resume</b>.</p>  <p>i. The student’s status should now be “Resumed”.</p> <p>f. On the student’s testing device, enter the username and password from the Student Testing Ticket.</p> <ol style="list-style-type: none"> <li>2. From the testing device, using the TestNav <b>Review</b> drop-down menu or navigation buttons, the transcriber will navigate to each of the constructed response items.</li> <li>3. The transcriber will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures. <ol style="list-style-type: none"> <li>a. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.</li> </ol> </li> <li>4. This process will be repeated for subsequent sections.</li> </ol> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during the scribing, translation, and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p>
	<p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
<p>Paper-based Assessment with Scribe – Other Language Spoken (Language other than English or Spanish)</p>	<p>Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish who also have and IEP or 504 plan. Students should be receiving content-based instruction in the other language either in the current or the prior year.</p> <p>The Scribe – Other Language Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment.</p> <p>This accommodation must be administered individually.</p> <p>The steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. Scribe responses on a separate piece of paper in the student’s language, and</li> <li>2. Translate and transcribe the student’s responses into English in the student’s test book.</li> </ol> <p><b>SCRIBING</b></p> <p>Student responses are recorded in the student’s language.</p> <p>Scribes must be proficient in reading and writing in the student’s language. The scribe should be familiar with the content area in the student’s language. The scribe must write legibly.</p>

	<p>The student tells the scribe exactly what to write on a separate piece of paper, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p>The scribe must write student responses verbatim onto a separate piece of paper indicating each response by item number. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p>The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p>The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p>The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p><b>TRANSLATING and TRANSCRIBING</b></p> <p>The translator/transcriber must be proficient in reading and writing in the student’s language and English. The translator should be familiar with the content area in both English and the student’s language. The translator must write legibly.</p> <p>The translator/transcriber will translate the student’s responses into English without embellishment into the student’s test book.</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during scribing, translation, and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p><b>Ordering Required:</b> Yes – paper-based form</p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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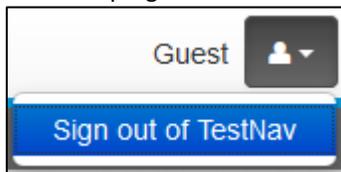
Spanish - Written	
Computer-based Assessment	<p>Available to students identified as NEP/LEP for five years or less, whose primary language is Spanish. Students should be receiving content-based instruction in Spanish either in the current or the prior year.</p> <p>Student answers on the computer in Spanish. Answers will be scored in Spanish.</p> <p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>

Paper-based Assessment	Available to students identified as NEP/LEP for five years or less, whose primary language is Spanish. Students should be receiving content-based instruction in Spanish either in the current or the prior year.
	<p>Students may write their answers in Spanish. Answers will be scored in Spanish.</p> <p><b>Ordering Required:</b> Yes – appropriate paper form</p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

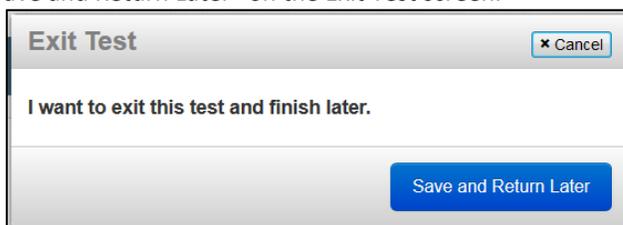
### Other Language - Written (Transcription)

Computer-based Assessment with Other Language – Written (Transcription)	<p>Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language either in the current or the prior year. Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students who are providing responses in languages other than English or Spanish with the paper-based form.</p> <p>The recommended steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. The student writes responses to the constructed response questions on a separate piece of paper in the student’s language, indicating each response by item number. The student completes the selected response and technology- enhanced items on the computer. The Test Administrator collects the student’s responses at the end of the section.</li> <li>2. The student exits the test section following the directions below.</li> <li>3. Translate the student’s responses into English on a separate piece of paper*, and</li> <li>4. Transcribe the student’s responses into the student’s online test form.</li> </ol> <p>*If the person providing the translation is also the person who will do the entry into the student’s online form, steps 3 and 4 may be combined.</p> <p>EXITING</p> <p>After completing the last question, the End of Section screen will appear. Students should NOT select the green “Submit Final Answers” button.</p> <div data-bbox="695 1356 1252 1703" data-label="Image"> </div> <p>The student will NOT “Submit Final Answers” but WILL exit the test section by completing the following steps:</p> <ol style="list-style-type: none"> <li>1. Students must be told that when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the section), they should notify the Test Administrator.</li> </ol>
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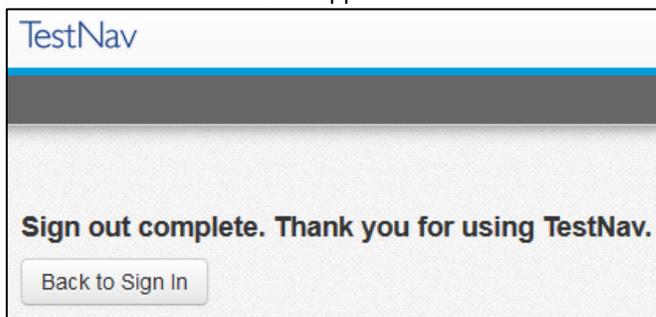
2. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



3. Choose the option "Sign out of TestNav".
4. Select "Save and Return Later" on the Exit Test screen.



5. The sign out confirmation screen will appear.



The student's section status in PearsonAccess<sup>next</sup> should now be "Exited".

#### TRANSLATING

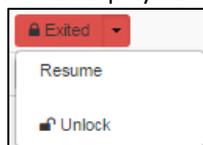
The translator must be proficient in reading and writing in the student's language as well as English. The translator should be familiar with the content area in both English and the student's language. The translator must write legibly.

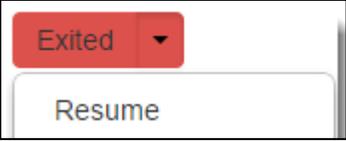
The translation should be done on a separate piece of paper indicating each response by item number.

#### TRANSCRIBING

The transcriber should be proficient in keyboarding.

1. The Test Administrator will "unlock" and "resume" the student's test section through the PearsonAccess<sup>next</sup> Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess<sup>next</sup> using the Test Administrator computer.
  - a. Go to **Testing > Students in Sessions**.
  - b. Type the name of the student's test session in the **Session List** box.
  - c. Select the session name from the search results.
  - d. Locate the student and select the student's section status and select **Unlock** if the lock icon is displayed.



	<p>e. Select the student’s section status again and select <b>Resume</b>.</p>  <p>i. The student’s status should now be “Resumed”.</p> <p>f. On the student’s testing device, enter the username and password from the Student Testing Ticket.</p> <ol style="list-style-type: none"> <li>2. From the testing device, using the TestNav <b>Review</b> drop-down menu or navigation buttons, the transcriber will navigate to each of the constructed response items.</li> <li>3. The transcriber will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures. <ol style="list-style-type: none"> <li>a. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.</li> </ol> </li> <li>4. This process will be repeated for subsequent sections.</li> </ol> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during translation and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Form with Other Language – Written (Transcription)</p>	<p>Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language either in the current or the prior year.</p> <p>The translator/transcriber must be proficient in reading and writing in the student’s language and English. The translator should be familiar with the content area in both English and the student’s language. The translator must write legibly.</p> <p>The steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. The student writes responses to the constructed response questions on a separate piece of paper in the student’s language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student’s responses at the end of the section.</li> <li>2. Translate and transcribe the student’s responses into English in the student’s test booklet after the student has completed testing.</li> </ol> <p>The translator/transcriber translates the student’s responses into English without embellishment directly into the student’s test book.</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during translation and transcription.</p> <p>Any pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p><b>Ordering Required: Yes – appropriate paper form</b></p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

## Speech-to-Text

### Computer-based Assessment with Speech-to-Text

Available to students as documented on their IEP, 504 or EL plans.

Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.

Some students may require software that is not compatible with TestNav 8. These students will use a second device in the testing environment to provide access to speech-to-text software. The second device may not have Internet access. Speech-to-Text software will usually be used to answer constructed response items.

Additional considerations for test security must be applied when students are using a second device in the testing environment, including speech-to-text software.

- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs or the Internet while in the testing environment.
- Students must not be able to access any previously saved data while in the testing environment.
- Assistive technology devices with student answers on them are secure test materials and must be secured as such.

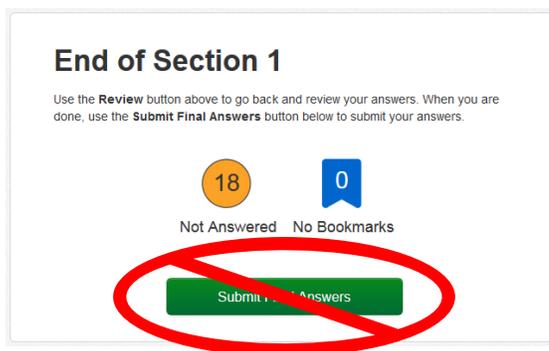
Extra time may not be given for “lost” work.

Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) should be supervised.

For students using assistive technology and/or augmentative communication devices that do produce a printed product, student work must be printed and transcribed into TestNav 8 by a school district employee prior to when the student begins the next test section.

After completing the last question, the End of Section screen will appear. Students should NOT select the green “Submit Final Answers” button.



### Transcribing Immediately Following the Student Completing the Test Section

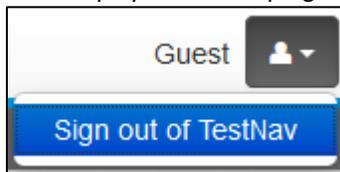
It is strongly suggested that transcribing occur as soon as the student finishes testing and prior to the student exiting the section. The following steps should be followed for transcribing immediately following testing:

1. After completing the last question in the section, the student will NOT “Submit Final Answers” or exit the test.
2. The student may be excused from the testing environment.
3. Student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
4. Using TestNav’s review drop-down menu in the student’s test, the transcriber will navigate to each of the constructed response items.
5. The transcriber will copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.
6. School personnel will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.
7. This process will be repeated for subsequent sections.

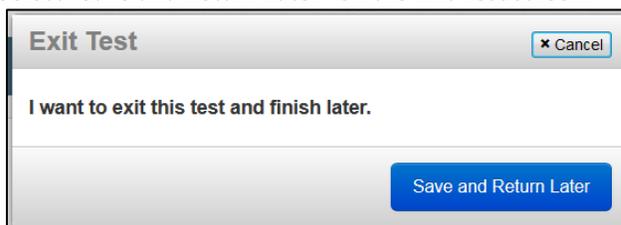
#### Delayed Transcribing

If transcribing is not going to immediately follow the student’s completion of the test section, the below steps must be followed. (The Test Administrator may assist students who need help exiting their test.)

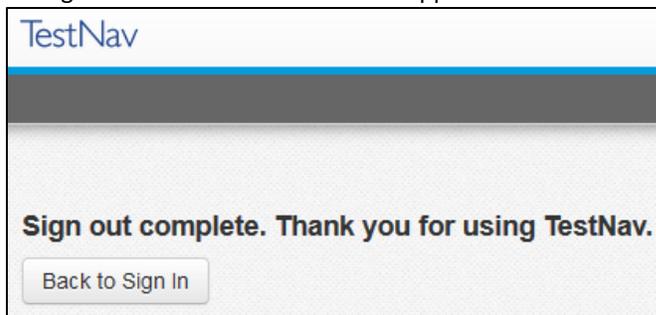
1. The student will NOT “Submit Final Answers” but WILL exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the section), they should notify the Test Administrator.
  - b. After completing the last question, select the button next to the student’s name displayed in the top right corner of the screen.



- c. Choose the option “Sign out of TestNav”.
- d. Select “Save and Return Later” on the Exit Test screen.



- e. The sign out confirmation screen will appear.

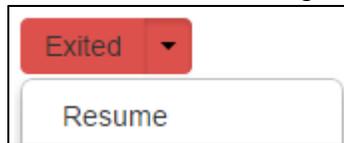


The student’s section status in PearsonAccess<sup>next</sup> should now be “Exited”.

2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
3. The Test Administrator will “unlock” and “resume” the student’s test section through the PearsonAccess<sup>next</sup> Students in Sessions screen. To unlock and resume a student’s test, follow these steps in PearsonAccess<sup>next</sup> using the Test Administrator computer.
  - a. Go to **Testing > Students in Sessions**.
  - b. Type the name of the student’s test session in the **Session List** box.
  - c. Select the session name from the search results.
  - d. Locate the student and select the student’s section status and select **Unlock** if the lock icon is displayed.



- e. Select the student’s section status again and select **Resume**.



- i. The student’s status should now be “Resumed”.
  - f. On the student’s testing device, enter the username and password from the Student Testing Ticket.
4. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber will navigate to each of the constructed response items.
5. The transcriber will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures.
  - a. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.
6. This process will be repeated for subsequent sections.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D, to verify that this has been completed. This documentation must be available upon request by CDE.

Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.

Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.

**Special Online Form Assignment Required: No**

**Ordering Required: No**

Paper-based Assessment with Speech-to-Text

Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.

Students will use a device to provide access to speech-to-text software. The device may not have Internet access. Speech-to-Text software will usually be used to answer constructed response items.



<p>Calculator/Abacus/ Tactile Math Manipulatives</p>	<p>Students who use a talking calculator must be assessed in a separate testing environment. The calculator used during daily instruction should be available for student to use in place of the embedded calculator.</p> <p>The calculator should be available on all science sections of the assessment.</p> <p>All extra/adaptive papers used by the student during the assessment are secure materials and must be returned to the SAC for secure destruction.</p> <p>Math manipulatives may be needed for calculation on the assessment; however, at this time they are not anticipated to be needed.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Assessment with Talking Calculator/Abacus/ Tactile Math Manipulatives</p>	<p>Available only to students with an IEP with a documented diagnosis of blindness/visual impairment.</p> <p>The student will need to be assessed in a separate testing environment.</p> <p>The calculator should be available on all science sections of the assessment.</p> <p>An abacus is used for calculation on the paper-based test for students with a documented diagnosis of blindness including visual impairment. The Test Administrator will record the student’s work on the abacus in the test book for constructed response items.</p> <p>All extra/adaptive papers used by the student during the assessment are secure materials and must be returned to the SAC for secure destruction.</p> <p>Math manipulatives may be needed for calculation on the assessment; however, at this time they are not anticipated to be needed.</p> <p><b>Ordering Required: Yes – paper-based form</b></p> <p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district’s automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>

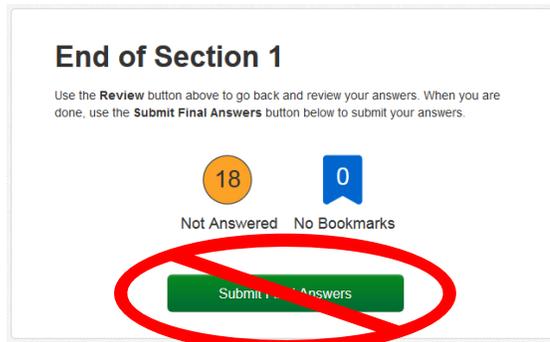
**Word Prediction**

<p>Computer-based Assessment with Word Prediction</p>	<p>Available to students as documented on their IEP, 504 or EL plans.</p> <p>Students may use commercially published word prediction software on their assistive technology devices. All constraints indicated with assistive technology apply. Software must work independent of the Internet.</p> <p>Students will need a second device in the testing environment to provide access to word prediction software that is not compatible with TestNav 8. The second device may not have Internet access. Word-prediction software must only be used to answer constructed response items.</p> <p>If students are using an auditory component to the word prediction software, they must use headphones that prevent other students from hearing the sounds, or be tested in a separate environment.</p> <p>Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.</p>
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Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student would complete the assessment independently.

If the student is generating their entire response on a second device with the word prediction software, student work must be printed and transcribed into TestNav 8 by a school district employee prior to when the student begins the next test section.

After completing the last question, the End of Section screen will appear. Students should NOT select the green "Submit Final Answers" button.



#### Transcribing Immediately Following the Student Completing the Test Section

It is strongly suggested that transcribing occur as soon as the student finishes testing and prior to the student exiting the section. The following steps should be followed for transcribing immediately following testing:

1. After completing the last question in the section, the student will NOT "Submit Final Answers" or exit the test.
2. The student may be excused from the testing environment.
3. Student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
4. Using TestNav's review drop-down menu in the student's test, the transcriber will navigate to each of the constructed response items.
5. The transcriber will copy the student's marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.
6. School personnel will select the green "Submit Final Answers" button on the End of Section Screen and sign the student out of the test section by following typical exit procedures. The student's section status in PearsonAccess<sup>next</sup> should now be "Completed".
7. This process will be repeated for subsequent sections.

#### Delayed Transcribing

If transcribing is not going to immediately follow the student's completion of the test section, the below steps must be followed. (The Test Administrator may assist students who need help exiting their test.)

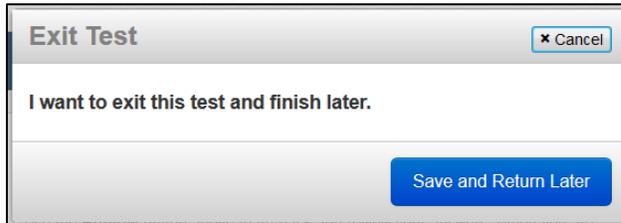
1. The student will NOT "Submit Final Answers" but WILL exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the

section), they should notify the Test Administrator.

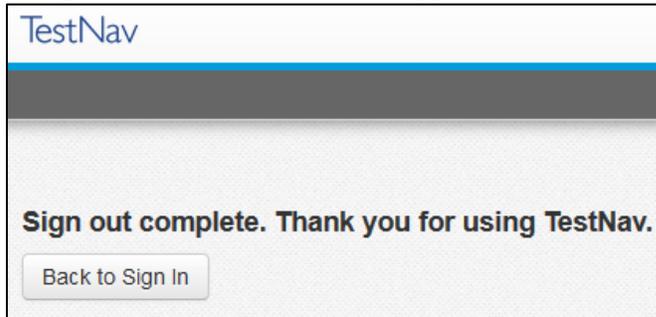
- b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



- c. Choose the option "Sign out of TestNav".
- d. Select "Save and Return Later" on the Exit Test screen.

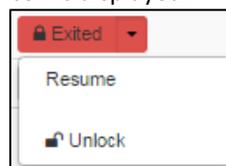


- e. The sign out confirmation screen will appear.

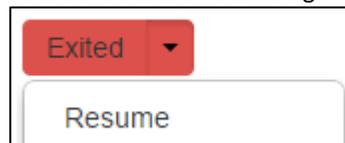


The student's section status in PearsonAccess<sup>next</sup> should now be "Exited".

- 2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
- 3. The Test Administrator will "unlock" and "resume" the student's test section through the PearsonAccess<sup>next</sup> Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess<sup>next</sup> using the Test Administrator computer.
  - a. Go to **Testing > Students in Sessions**.
  - b. Type the name of the student's test session in the **Session List** box.
  - c. Select the session name from the search results.
  - d. Locate the student and select the student's section status and select **Unlock** if the lock icon is displayed.



- e. Select the student's section status again and select **Resume**.



- i. The student's status should now be "Resumed".
  - f. On the student's testing device, enter the username and password from the Student Testing Ticket.
- 4. From the testing device, using the TestNav **Review** drop-down menu or navigation

	<p>buttons, the transcriber will navigate to each of the constructed response items.</p> <ol style="list-style-type: none"> <li>5. The transcriber will select the green “Submit Final Answers” button on the End of Section Screen and sign the student out of the test section by following typical exit procedures.             <ol style="list-style-type: none"> <li>a. The student’s section status in PearsonAccess<sup>next</sup> should now be “Completed”.</li> </ol> </li> <li>6. This process will be repeated for subsequent sections.</li> </ol> <p>Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D, to verify that this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Assessment with Word Prediction</p>	<p>Students may use commercially published word prediction software on their assistive technology devices. All constraints indicated with assistive technology apply. Software must work independent of the Internet. Word-prediction software must only be used to answer constructed response items.</p> <p>If students are using an auditory component to the word prediction software, they must use headphones that prevent other students from the sounds, or be tested in a separate environment.</p> <p>Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.</p> <p>Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D, to verify this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Ordering Required: Yes – paper-based form</b></p>

	<p>If the paper-based form was indicated in PearsonAccess<sup>next</sup> before January 22, 2016, it will be received with the district's automatic initial shipment on March 28. If the paper-based form was not indicated in PearsonAccess<sup>next</sup> before January 22, an additional order must be placed.</p>
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**TIMING ACCOMMODATIONS**

**Table 5: Computer-based and Paper-based Timing Accommodations**

Accommodation		Computer-based		Paper-based
		Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only
Timing	Double Time		IEP, 504 or EL Only (NEP/LEP/Monitor Year 1)	IEP, 504 or EL Only (NEP/LEP/Monitor Year 1)
	Multiple breaks (stops the clock)		IEP, 504 or EL Only	IEP, 504 or EL Only

Double Time	
Computer-based Assessment	<p>Available to students as documented on their IEP, 504 or EL plans (NEP/LEP/Monitor Year 1 only).</p> <p>Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible.</p> <p>Each assessment section must be completed within the school day in which it was started. It is recommended that students with fairly equivalent skills and abilities be assessed together.</p> <p>If the testing time for that session has passed (80 minutes for elementary and middle school, 60 minutes for high school) <u>and</u> all students have completed testing, the testing section may end.</p> <p>Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student still working on the assessment.</p>
Paper-based Assessment	<p>Available to students as documented on their IEP, 504 or EL plans (NEP/LEP/Monitor Year 1 only).</p> <p>Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible.</p> <p>Each test section must be completed within the school day in which it was started.</p> <p>It is recommended that students with fairly equivalent skills and abilities are assessed together.</p> <p>If the standard testing time for that session has passed (80 minutes for elementary and middle school, 60 minutes for high school) and all students have turned in their test books, the testing section may end.</p> <p>Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student still working on the assessment.</p>

## Multiple Breaks (Stops the Clock)

Computer-based Assessment	<p>Available to students as documented on their IEP or 504 plan.</p> <p>Students requiring multiple breaks typically experience extreme fatigue or have other medical needs that must be addressed during the test section (i.e., check blood sugar, nurse, etc.).</p> <p><b>Medical Note:</b> Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.</p> <p>For unforeseeable medical concerns such as seizure activity, the student should be considered as becoming “ill during testing”.</p> <p>For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards “testing time”.</p> <p>Outside of the breaks, students have 80 minutes to complete each test section for elementary and middle school, 60 minutes to complete each test section for high school. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate total testing time.</p> <p>During breaks, student computer screens must be covered or turned off.</p> <p>Breaks are not overnight. Once a section has begun, it must be completed during the same academic day.</p> <p>Students are to remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements should be made for the student to be escorted to minimize interactions with other students on a different testing schedule.</p> <p>Students must be assessed in an individual testing environment or in a group testing environment with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students in the testing environment. Students may not discuss any questions or their answers on the assessment during breaks.</p> <p>Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.</p>
Paper-based Assessment	<p>Available to students as documented on their IEP or 504 plan. Students requiring multiple breaks typically experience extreme fatigue or have other medical needs that must be addressed during the test section (i.e., check blood sugar, nurse, etc.).</p> <p><b>Medical Note:</b> Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.</p> <p>For unforeseeable medical concerns such as seizure activity, the student should be considered as becoming “ill during testing”.</p> <p>For other medical concerns such as testing blood sugar levels, or visual fatigue (students with</p>

a documented vision impairment only), breaks are untimed and should not be counted towards “testing time”.

Outside of the breaks, students have 80 minutes to complete each test section for elementary and middle school, 60 minutes to complete each test section for high school. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate total testing time.

During breaks, student test books and source books (social studies only) must be closed.

Breaks are not overnight. Once a section has begun, it must be completed during the same academic day.

Students are to remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements should be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in an individual testing environment or in a group testing environment with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students in the testing environment. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

## APPENDIX A: Assigning Online Special Forms

Assign Online Special Forms:

- Text-to-Speech
- Spanish Text-to-Speech
- Oral Script (for use with *Oral Script for Translation, CBT/Human Signer* only)
- Color Contrast (this accessibility feature is a setting that must be indicated in advance; it is not a specific form)

For students not requiring a special form, additional indications do not need to be made in PearsonAccess<sup>next</sup> as the students will automatically be assigned to a form as soon as they are added into an online test session. Unless indicated otherwise, all students are defaulted to the “Main” form of the assessment. All assessment tools are accessible to students on the “Main” form, but online accommodations (e.g., Spanish text-to-speech) and the text-to-speech accessibility feature cannot be accessed.

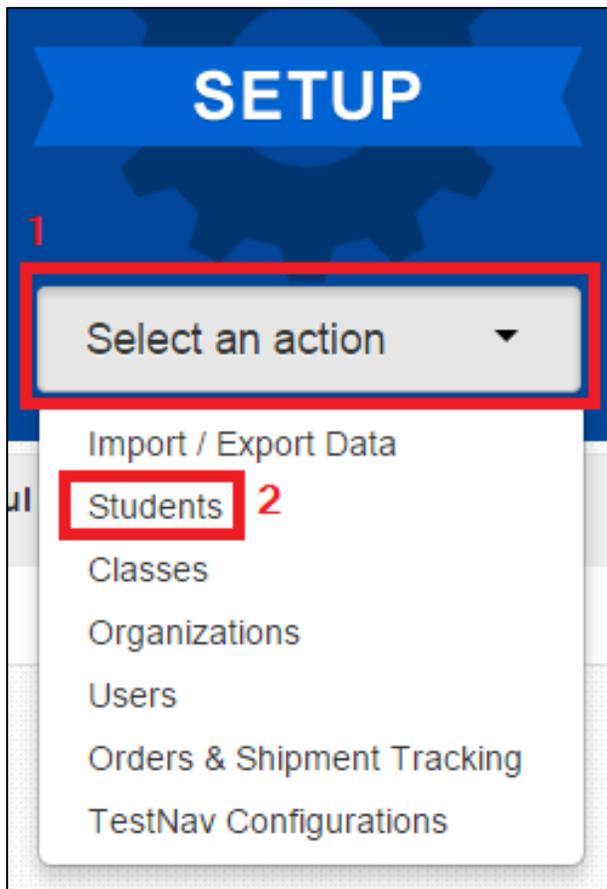
For students requiring a special form, please follow the appropriate steps, depending on whether the student:

- Requires an accommodation (below),
- Is not yet assigned to a test session (beginning on page 55), or
- Has already been placed in a test session (beginning on page 59).

### Prior to Assigning Accommodations

Before accommodations can be assigned to students, the existence of an IEP, 504, or EL Plan must be indicated on a student’s registration information. Only PearsonAccess<sup>next</sup> users with the Sensitive Data role have the necessary permissions to access this screen to indicate the appropriate student status/plan information. This is required for accommodations only and does not apply to accessibility features that need to be pre-assigned.

1. Go to Setup > Students.



2. Locate the student needing the student status/education plan indication by entering search criteria.

3. Select the checkbox next to the student's name.

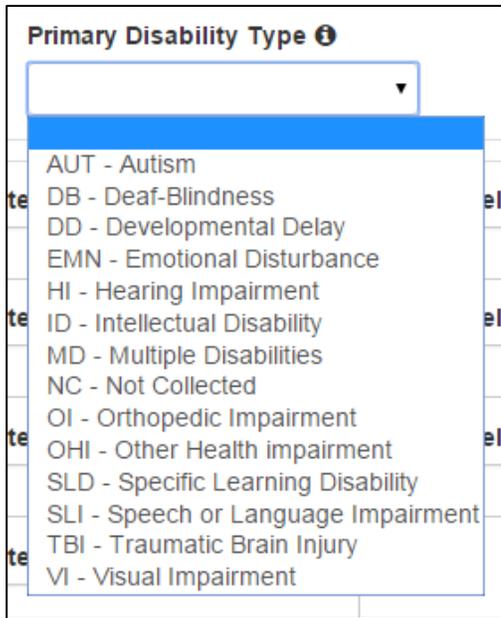
1 Result Displaying 25 ▼ Manage Columns ▼

<input type="checkbox"/>	State Student Identifier*	Local Student Identifier	Last or Surname*	First Name*	Birthdate*	Sex*
<input checked="" type="checkbox"/>	1231231230 <span style="font-size: small;">i</span>		SAMPLE	SAMPLE	2002-02-02	Female

4. Select the **Tasks** drop-down and the checkbox next to **Register Students**; select **Start**.

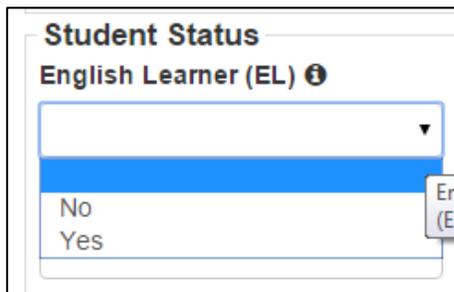
5. For students requiring IEP, 504-dependent accommodations (e.g., oral script for translation for signed presentation/human signer, any accommodated paper-based forms), select the appropriate indication from the **Student with Disabilities** drop-down menu under **Student Status**:

- a. If IEP is indicated, the **Primary Disability Type** field will also need to be populated:



The image shows a dropdown menu titled "Primary Disability Type" with an information icon. The menu is open, displaying a list of disability types. The first item, "AUT - Autism", is highlighted in blue. The list includes: AUT - Autism, DB - Deaf-Blindness, DD - Developmental Delay, EMN - Emotional Disturbance, HI - Hearing Impairment, ID - Intellectual Disability, MD - Multiple Disabilities, NC - Not Collected, OI - Orthopedic Impairment, OHI - Other Health impairment, SLD - Specific Learning Disability, SLI - Speech or Language Impairment, TBI - Traumatic Brain Injury, and VI - Visual Impairment.

6. For students requiring EL Plan-dependent accommodations (e.g., Spanish text-to-speech), select the appropriate indication from the **English Learner (EL)** drop-down menu under **Student Status**:

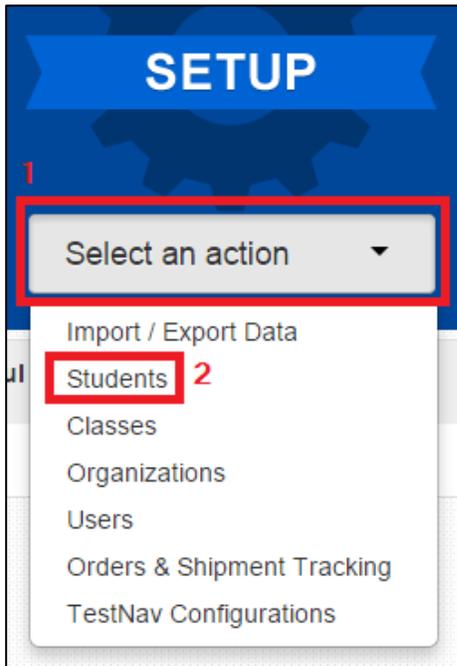


The image shows a dropdown menu titled "Student Status" with a sub-label "English Learner (EL)" and an information icon. The menu is open, displaying two options: "No" and "Yes". The "No" option is highlighted in blue. A small tooltip is visible next to the "Yes" option, containing the text "En (E)".

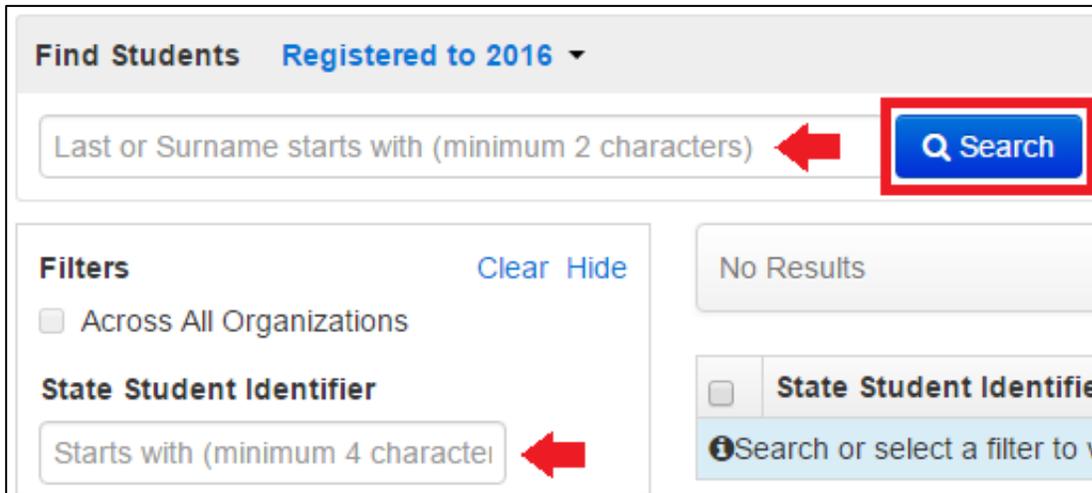
7. The appropriate accommodation information can now be entered on the **Manage Student Tests** screen. Use the steps on the following pages, depending on whether the process is being completed **Error! Reference source not found.** or **Error! Reference source not found.**

For students NOT assigned to test sessions

1. Go to Setup > Students.



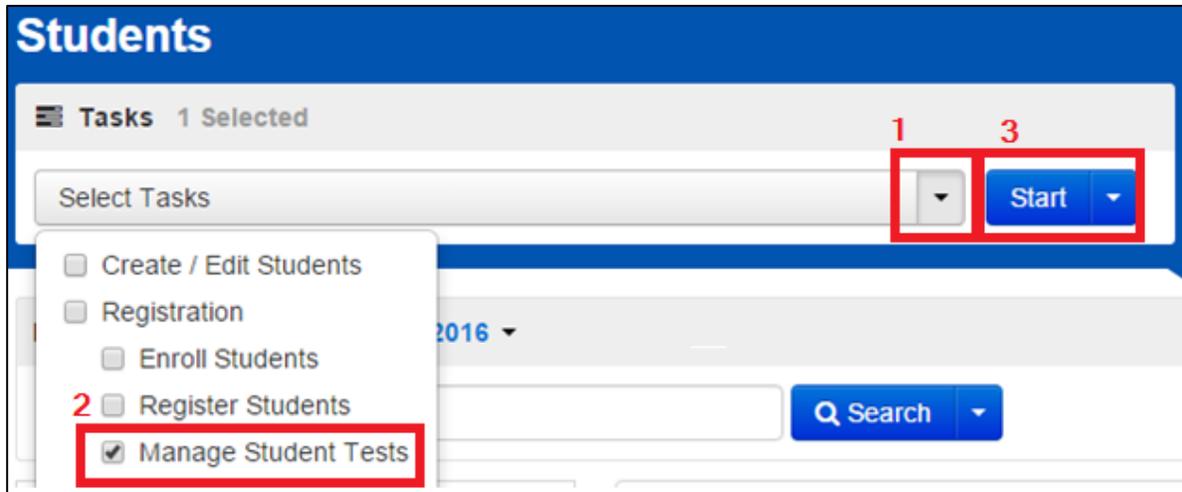
2. Locate the student needing the special online form assignment by entering search criteria.



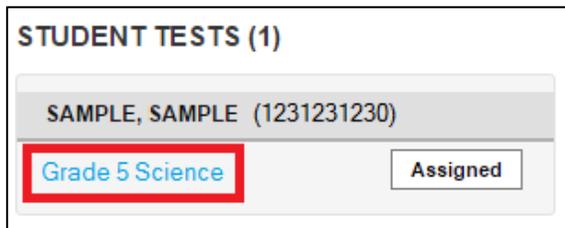
3. Select the checkbox next to the student's name.

<input type="checkbox"/>	State Student Identifier*	Local Student Identifier	Last or Surname*	First Name*	Birthdate*	Sex*
<input checked="" type="checkbox"/>	1231231230 ⓘ		SAMPLE	SAMPLE	2002-02-02	Female

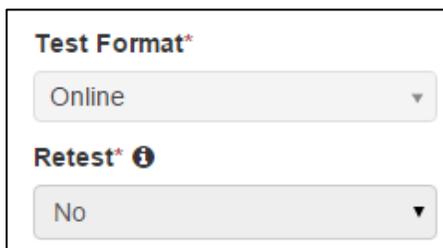
4. Select the **Tasks** drop-down and the checkbox next to **Manage Student Tests**; select **Start**.



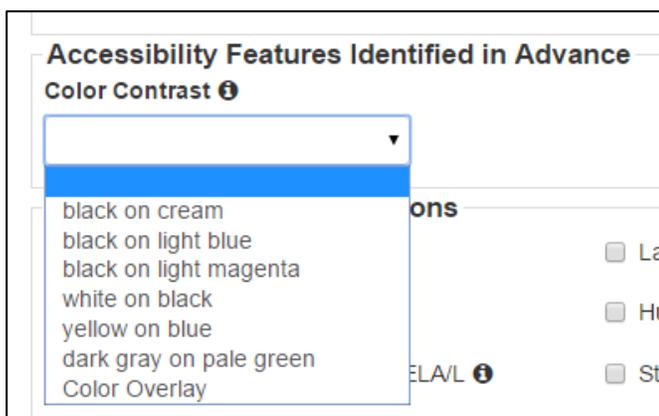
8. Select the name of the test.



9. Select the appropriate information and accessibility features and/or accommodation(s) on the **Test Details** screen.
- a. The following must be indicated:



- b. For Color Contrast (accessibility feature), select the setting from the drop-down menu, as appropriate:



- c. For text-to-speech (accessibility feature), select **Text and Graphics** from the **Text-to-Speech** drop-down menu:



The image shows a rectangular box with a title bar that reads "Text-to-Speech" followed by an information icon. Below the title bar is a dropdown menu with the text "Text and Graphics" and a downward-pointing arrow on the right side.

- d. For Spanish text-to-speech (accommodation), select the following:

- i. Select the checkbox next to **EL Accommodation** under **Accommodations for English Learners (EL)**



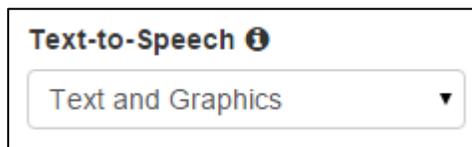
The image shows a rectangular box with a title bar that reads "Accommodations for English Learners (EL)" followed by an information icon. Below the title bar is a checkbox that is checked, followed by the text "EL Accommodation" and an information icon.

- ii. Select **Spanish** from the **Translation of the Science or Social Studies Assessment** drop-down menu



The image shows a rectangular box with a title bar that reads "Translation of the Science or Social Studies Assessment" followed by an information icon. Below the title bar is a dropdown menu with the text "Spanish" and a downward-pointing arrow on the right side.

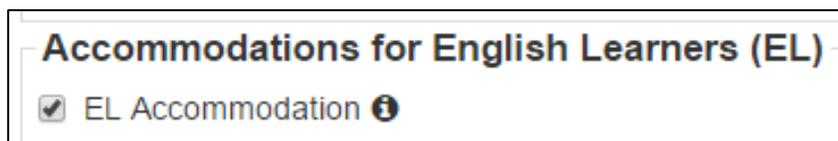
- iii. Select **Text and Graphics** from the **Text-to-Speech** drop-down menu



The image shows a rectangular box with a title bar that reads "Text-to-Speech" followed by an information icon. Below the title bar is a dropdown menu with the text "Text and Graphics" and a downward-pointing arrow on the right side.

- e. For Oral Script (accommodation for use with *Oral Script for Translation, CBT* only) for translation into a language other than English or Spanish:

- i. Select the checkbox next to **EL Accommodation** under **Accommodations for English Learners (EL)**



The image shows a rectangular box with a title bar that reads "Accommodations for English Learners (EL)" followed by an information icon. Below the title bar is a checkbox that is checked, followed by the text "EL Accommodation" and an information icon.

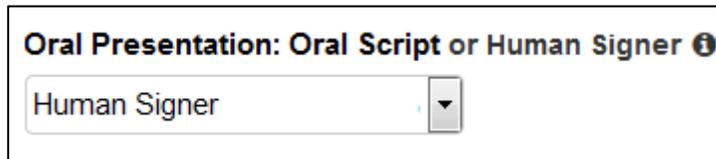
- ii. Select **CBT Oral Script for Translation** (local translation into a language other than English or Spanish) from the **Oral Presentation: Oral Script or Human Signer** drop-down menu



The image shows a rectangular box with a title bar that reads "Oral Presentation: Oral Script or Human Signer" followed by an information icon. Below the title bar is a dropdown menu with the text "CBT Oral Script for Translation" and a downward-pointing arrow on the right side.

- f. For Oral Script (accommodation for use with *Oral Script for Translation, CBT* only) for sign language presentation:

- i. Select **Human Signer** (sign language presentation, translated locally) from the **Oral Presentation: Oral Script or Human Signer** drop-down menu



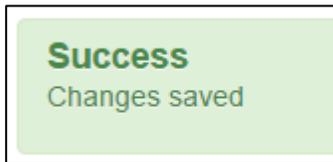
The image shows a rectangular box containing the text "Oral Presentation: Oral Script or Human Signer" followed by an information icon. Below this text is a drop-down menu with "Human Signer" selected and a downward-pointing arrow on the right side.

- 10. Select **Save**



The image shows a rectangular box with the text "\* Required" at the top left. Below it are two buttons: a blue "Save" button and a grey "Reset" button. The "Save" button is highlighted with a red rectangular border.

- 11. If a green "**Success** Changes saved" message appears, the student will be assigned to the appropriate online accessibility features and/or accommodations when they are added into a test session.

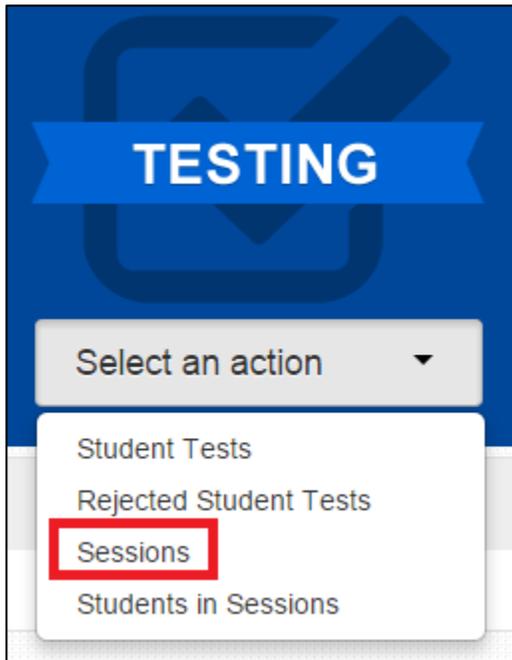


The image shows a green rectangular box with the text "Success" in bold green font at the top, and "Changes saved" in a lighter green font below it.

When the student is assigned to a test session after the appropriate online accessibility features and/or accommodations, have been indicated, the special online form name will appear in the **Form** column on the **Students in Session** screen.

For students previously assigned to test sessions

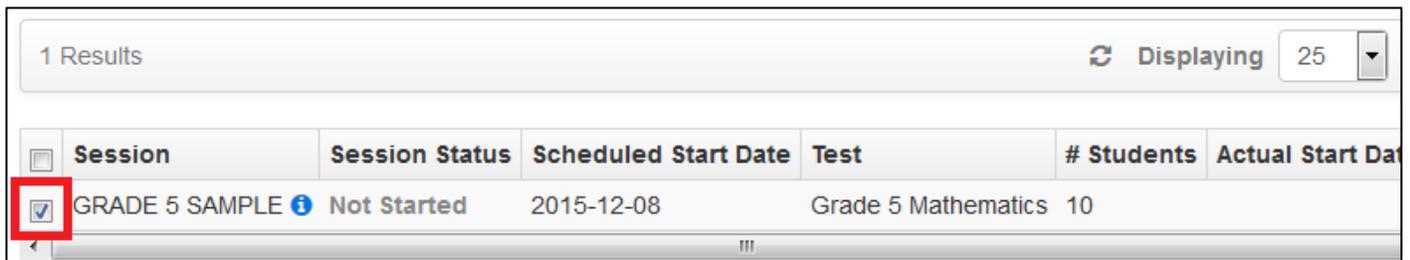
1. Go to **Testing > Sessions**.



2. Search for the name of the test session in which the student is assigned.



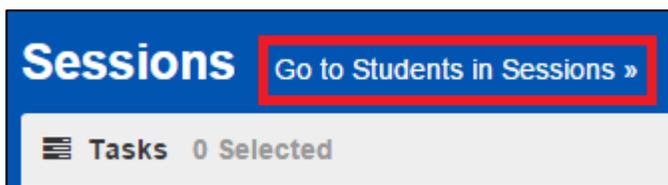
3. Select the checkbox next to the session name.



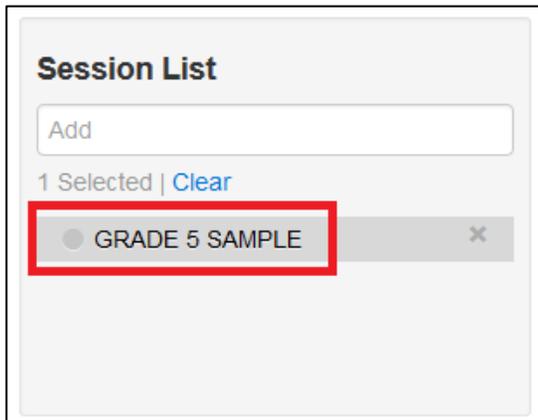
1 Results 🔄 Displaying 25

<input type="checkbox"/>	Session	Session Status	Scheduled Start Date	Test	# Students	Actual Start Date
<input checked="" type="checkbox"/>	GRADE 5 SAMPLE ⓘ	Not Started	2015-12-08	Grade 5 Mathematics	10	

4. Select **Go to Students** in Sessions.



5. If a list of students does not appear on the **Students in Sessions** screen, select the name of the session in the **Session List**.



6. Select the checkbox next to the student's name.

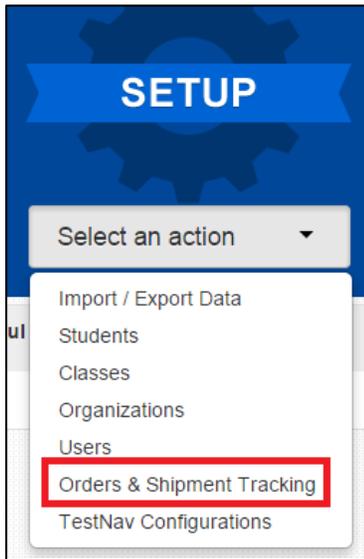
State Student Identifier*	Local Student Identifier	Last or Surname*	First Name*	Birthdate*	Sex*
<input checked="" type="checkbox"/>	1231231230	SAMPLE	SAMPLE	2002-02-02	Female

7. Select the **Tasks** drop-down and the checkbox next to **Remove Students from Sessions**; select **Start**.

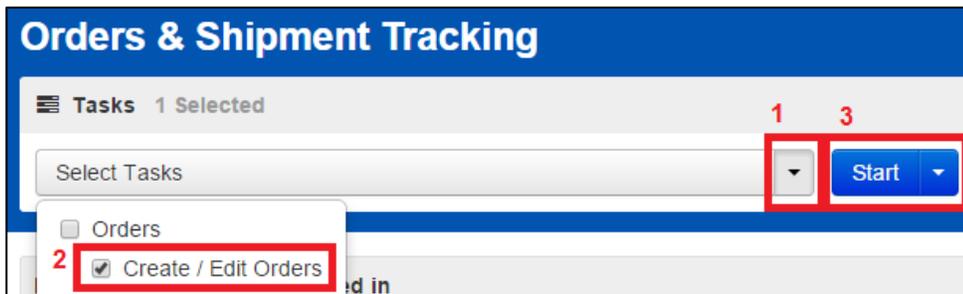
8. Complete Steps 1-10 from *For students NOT assigned to test sessions* beginning on page 55.
9. Add the student back into the test session. At this point, the appropriate online accessibility features and/or accommodations have been indicated on the student's record so the special online form name will appear in the Form column on the Students in Session screen.

**APPENDIX B: Ordering Additional Materials**

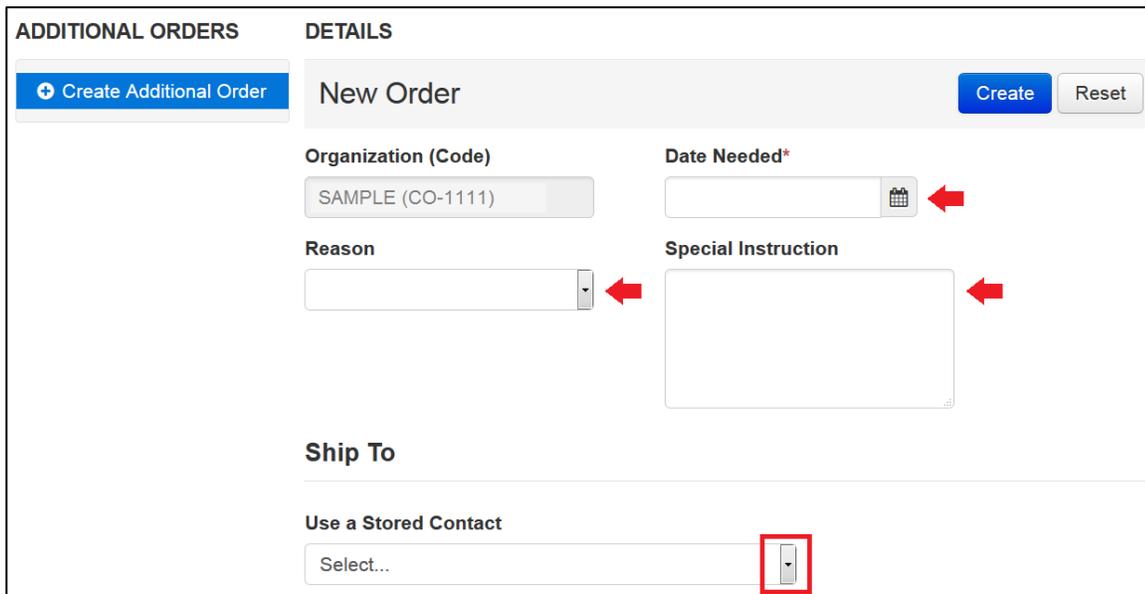
1. Go to **Setup > Orders & Shipment Tracking**.



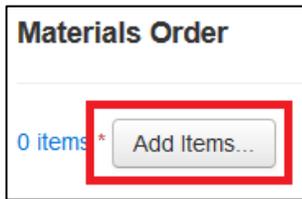
2. Select the **Tasks** drop-down and the checkbox next to **Create/Edit Orders**; select **Start**.



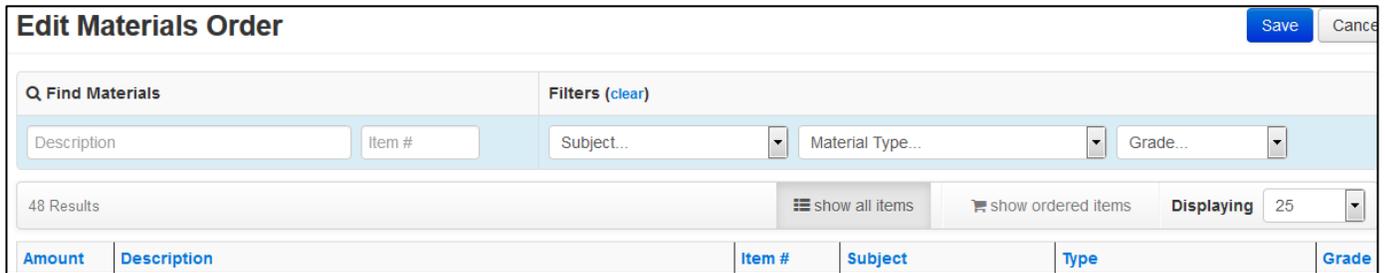
3. Enter the appropriate information on the **Additional Orders Details – New Order** screen and select the **Ship To** address from the **Use a Stored Contact** drop-down menu:



- Scroll to the bottom of the screen and select the **Add Items** button under **Materials Order**.



- The following screen will appear:



Use the search and filter fields to find specific materials.

- Enter a quantity in the **Amount** column for each type of test material that needs to be ordered.

Amount	Description
1	BRILLE KIT
2	BRILLE KIT
1	LARGE PRIN

- Select Save.

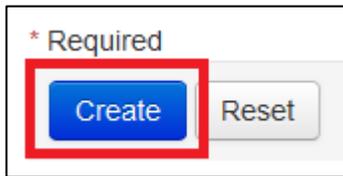


- Confirm that the materials and quantities indicated on the **Additional Orders** screen under **Materials Order** are accurate.

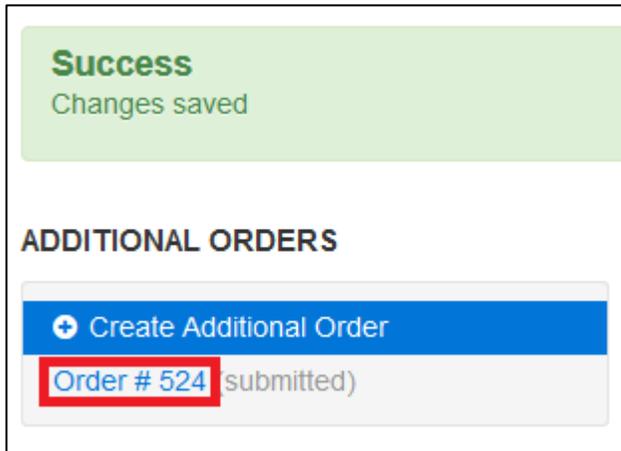
The screenshot shows the 'Materials Order' screen with the 'Add/Edit Items...' button. Below it is a table with the following data:

Amount	Description
1	BRILLE KIT
2	BRILLE KIT
1	LARGE PRIN

9. Select Create.



10. If a green "Success Changes saved" message appears, the order has been submitted.



11. The order can be edited by selecting the submitted order number, or another order can be placed by selecting **Create Additional Order**.

**APPENDIX C: CMAS Crosswalk**

**State Testing Accessibility Features, Administrative Considerations and Accommodations Reference Sheet**

Type	CMAS: ELA and Math (PARCC)								CMAS: Science and Social Studies							
	Accessibility Feature/Administrative Consideration/Accommodation	Marked in PA <sup>next</sup> BEFORE Testing <sup>1</sup>	Marked in PA <sup>next</sup> for Reporting	Requires IEP	Requires 504	Requires ELP	No Plan Needed	Unique Accommodation Request	Accessibility Feature/Administrative Consideration/Accommodation	Marked in PA <sup>next</sup> BEFORE Testing <sup>1</sup>	Marked in PA <sup>next</sup> for Reporting	Requires IEP	Requires 504	Requires ELP	No Plan Needed	Unique Accommodation Request
S/AC	Adaptive and Specialized Equipment or Furniture		X				X		Adaptive and Specialized Equipment or Furniture						X	
P	Amplification device (FM system, etc.)						X		Amplification device (FM system, etc.)						X	
P	Answer Masking	X	X				X									
P	ASL Video - ELA CBT <sup>3</sup>	X	X	X				X								
P	ASL Video - Math CBT	X	X	X												
P/R	Assistive Technology (e.g., Communication Device, computer for PBT)	X	X	X	X				Assistive Technology (e.g., Communication Device, computer for PBT)			X	X	X		
P	Assistive Technology for Screen Reader	X	X	X	X											
P	Braille (presentation)	X	X	X	IEP only				Braille (presentation)	X	X	X				
R	Brailler Notetaker/Writer		X	X	IEP only				Brailler Notetaker/Writer			X				
R	Calculator (Handheld) for Calculator Section - Math CBT						X		Calculator (Handheld) - Science PBT						X	
R																
P	Closed Captioning for ELA CBT	X	X	X												
P	Color Contrast	X	X				X		Color Contrast	X	X				X	
T									Extended Time (time and a half)						X	
T	Extended Time (up to double time)		X	X	X	X			Extended Time (double time)		X	X	X	X		
T	Extended Time on CSLA (up to double time) <sup>5</sup>		X	X	X											
R	External Highlighters PBT						X		External Highlighters PBT						X	
P	External Overlays		X				X		External Overlays						X	
T/AC	Frequent Breaks (does not stop clock)		X				X		Frequent Breaks (does not stop clock)						X	
AF	General Administration Directions Read Aloud, Repeated, Clarified						X		General Administration Directions Read Aloud, Repeated, Clarified						X	
P	General Masking		X				X									
P	Large Print (18 pt. font)	X	X	X	X				Large Print (18 pt. font)	X	X	X	X			
P	Large Print - Spanish (18 pt. font) Math	X	X			X										
P	Large Print - Spanish CSLA (18 pt. font) in place of ELA <sup>5</sup>	X	X			X										
P	Low-Vision Magnification (zoom, magnifying glass, etc.) CBT						X		Low-Vision Magnification (zoom, magnifying glass, etc.) CBT						X	
P	Low-Vision Devices (CCTV, magnifying glass, etc.) PBT						X		Low-Vision Devices (CCTV, magnifying glass, etc.) PBT			X	X			
T	Multiple Breaks (stop-the-clock) <sup>2,4</sup>			X	X	X			Multiple Breaks (stop-the-clock) <sup>2</sup>			X	X	X		
S/AC	Noise Buffers						X		Noise Buffers						X	
P	Oral Presentation: Text-to-Speech - ELA CBT <sup>3</sup>	X	X	X	IEP only			X	Oral Presentation: Text-to-Speech - Science CBT	X	X				X	
P									Oral Presentation: Spanish Text-to-Speech - Science CBT	X	X			X		
P	Oral Presentation: Human Reader/Signer - ELA CBT <sup>3</sup>	X	X	X	IEP only			X	Oral Presentation: Oral Script for Translation - Science CBT	X	X	X		X		
P	Oral Presentation: Human Reader/Signer - ELA PBT <sup>3</sup>	X	X	X	IEP only			X	Oral Presentation: English Oral Script - Science PBT	X	X	X	X	X		
P	Oral Presentation: Spanish Human Reader/Signer - CSLA <sup>3,5</sup>	X	X	X	IEP only			X	Oral Presentation: Spanish Oral Script - Science PBT	X	X			X		
P									Oral Presentation: Oral Script for Translation - Science PBT	X	X	X		X		
P	Oral Presentation: Text-to-Speech - Math CBT	X	X				X		Oral Presentation: Text-to-Speech - Social Studies CBT	X	X				X	
P	Oral Presentation: Spanish Text-to-Speech - Math CBT	X	X			X			Oral Presentation: Spanish Text-to-Speech - Social Studies CBT	X	X			X		
P	Oral Presentation: Human Reader/Signer - Math CBT	X	X				X		Oral Presentation: Oral Script for Translation - Social Studies CBT	X	X	X		X		
P	Oral Presentation: Human Reader/Signer - Math PBT	X	X				X		Oral Presentation: English Oral Script - Social Studies PBT	X	X	X	X	X		
P									Oral Presentation: Spanish Oral Script - Social Studies PBT	X	X			X		
P									Oral Presentation: Oral Script for Translation - Social Studies PBT	X	X	X		X		
P	Paper Form	X	X				X		Paper Form	X	X				X	
P/AC	Read Aloud to Self						X		Read Aloud to Self						X	
AF	Redirect Student to the Test						X		Redirect Student to the Test						X	
R	Responds in Native Language (Math only)					X			Responds in Native Language		X			X		
R	Scribe: ELA or CSLA Constructed Response Items <sup>3,5</sup>		X	X	X			X	Scribe: Science		X	X	X	X		
R	Scribe: Math		X	X	X	X			Scribe: Social Studies		X	X	X	X		
S	Separate/Alternate Location		X				X		Separate/Alternate Location						X	
S/AC	Small Group		X				X		Small Group						X	
P	Spanish Paper Form - CSLA in place of ELA <sup>5</sup>	X	X			X			Spanish Paper Form - Science	X	X			X		
P	Spanish Paper Form - Math	X	X			X			Spanish Paper Form - Social Studies	X	X			X		
S/AC	Specified Seating, Setting, or Area		X				X		Specified Seating, Setting, or Area						X	
R	Speech-to-Text: ELA		X	X	X				Speech-to-Text: Science			X	X	X		
R	Speech-to-Text: Math		X	X	X	X			Speech-to-Text: Social Studies			X	X	X		
R	Spell Check or External Spell Check Device						X		Spell Check Device (external only)						X	
R	Calculator/ Math Manipulatives on Non-Calculator Section - Math <sup>3</sup>		X	X	IEP only			X	Talking Calculator/Math Manipulatives (Science only)			X				
T/AC	Time of Day		X				X		Time of Day						X	
P	Translated Test Administration SAY Directions					X			Translated Test Administration SAY Directions					X		
R	Word Prediction		X	X	X				Word Prediction			X	X	X		
R	Word-to-Word Dictionary		X			X			Word-to-Word Dictionary					X		

**Type:** P = Presentation, R = Response, T = Timing, S = Setting, AF = Accessibility Feature, AC = Administrative Consideration

**Orange text:** Indicates Colorado policy varies from PARCC Consortium

<sup>1</sup> Students will not have access to the appropriate accessibility feature or accommodation if this information is not indicated in PearsonAccess<sup>next</sup> prior to testing.

<sup>2</sup> Students with a medical condition which requires intervention during testing should follow the instructions for "became ill during testing"

<sup>3</sup> Guidance document from CDE available, must meet additional requirements

<sup>4</sup> If combined with extended time, testing session must be completed within one school day

<sup>5</sup>CSLA - Colorado Spanish Language Arts assessment - students in grades 3-4 who meet the requirements may take this accommodated form in place of PARCC ELA assessment.

**APPENDIX D: Verification of Removal of Saved Data**

Administration of the CMAS and CoAlt assessments may require student responses or task-based materials to be temporarily stored on local devices. Because the student responses are unencrypted and the task-based materials contain assessment content, they are secure and must be treated as such.

- **Student responses saved on secondary devices:** Certain accommodations require the use of secondary devices in order for students to respond to assessment questions (e.g., speech-to-text, word prediction, AAC). Responses saved on secondary devices will need to be transcribed into online or paper test forms, depending on the testing mode that is used by the student, in order to be scored. All student responses must be removed from the secondary device or flash drive immediately following transcription or printing of student responses for transcription purposes.
- **CoAlt task manipulatives:** While hard-copy CoAlt task manipulatives are included in CoAlt test kits, they are also available electronically to allow for customization based on individual student need.

It is the DAC’s responsibility to ensure that all secure content is deleted after testing or transcription in a secure manner.

School Name: \_\_\_\_\_

School Assessment Coordinator: \_\_\_\_\_

Designee Responsible for Deleting CMAS Content: \_\_\_\_\_

I verify that all electronic copies of student answers entered on secondary devices as part of an accommodation have been permanently removed from any technology at this school according to district policy.

\_\_\_\_\_ (initials)

I verify that all flash drives which may contain student answers from the CMAS assessments and/or CoAlt task manipulatives have been permanently wiped clean, destroyed, or turned-in to the DAC according to district policy.

\_\_\_\_\_ (initials)

\_\_\_\_\_  
Designee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SAC Signature

\_\_\_\_\_  
Date