

Colorado Measures of Academic Success: Science and Social studies Accommodations Supplement

This document supplements the *2013 – 2014 Colorado Accommodation Manual: Selecting and Using Accommodations for Instruction and Assessment* and the *Colorado Accommodations Guide for English Learners*. Accommodations on CMAS are available to students identified with a disability (IEP or 504 plan) and/or identified as an English Language Learner (EL). There are accommodations available for both the computer-based and the accommodated paper-based forms of the assessments. This supplement is organized by Presentation (page 3), Response (page 17), Setting (page 38), and Timing (page 39) Accommodations.

BACKGROUND INFORMATION

Accessibility Features and Tools

Embedded within the test engine used for CMAS are a number of accessibility features and tools that will meet the access needs of most students. These accessibility features and tools are available to all students. Only one accessibility feature, Text-to-Speech, must be assigned in PearsonAccess prior to testing. (There are three online accommodated forms that also require form assignment: Color Contrast, Text-to-Speech with Color Contrast and Oral Script. See Table 1.) More information on the Text-to-Speech accessibility feature is included in this supplement.

It is strongly recommended that students have the opportunity to access and interact with the ePATs (practice testing environments) available online prior to the assessment. The ePATs provide students with the opportunity to learn how to access and work with the available features and tools prior to testing.

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 accommodated paper-based forms of the assessment. The available accommodations in conjunction with the accessibility features will allow the vast majority of students to take the computer-based form of the assessment.

The paper-based versions of the CMAS: Science and Social Studies assessments are considered accommodated forms available for a small number of students with disabilities and/or English learners. Less than one percent of the total student population is expected to require the accommodated paper-based form. Use of the paper-based assessments is expected only to be available to students who:

- Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer
- Need a braille form with tactile graphics
- Have an IEP or 504 plan that requires assistive technology that may not be compatible with the computer-based administration
- Will provide oral or written responses in a language other than English or Spanish

Assigning and Ordering Accessibility Features and Accommodations Requiring Paper Materials

Some accommodation materials must be ordered prior to testing. Four special online forms, including one accessibility feature, must be assigned prior to testing: Text-to-Speech, Color Contrast, Text-to-Speech/Color Contrast and Oral Script. Detailed instructions for ordering additional accommodation materials after April 1 are included in Appendix A of this document. Detailed instructions for assigning special forms may be found in Appendix B of this document. The following table identifies which accessibility features and accommodations require materials to be ordered and which require online form assignment.

Table 1: Accessibility Features and Accommodations – Ordering and Form Assignment

Accessibility Features and Accommodations Requiring Ordering and/or Online Form Assignment	Secure materials may be ordered by District Assessment Coordinators through PearsonAccess during the additional orders window through April 29 th .	Online Form Assignment must be made in the Session Details screen in PearsonAccess prior to the student starting testing.
Form: Text-to-Speech		X
Form: Color Contrast		X
Form: Text-to-Speech/Color Contrast		X
Form: Oral Script to be used with: <ul style="list-style-type: none"> • <i>Online English Oral Script,</i> • <i>Online Spanish Oral Script or</i> • <i>Online English Oral Script (for onsite translation and sign language/system interpretation)</i> 	X	X
Accommodated Paper Form	X	
Paper form: Braille	X	
Paper form: Large Print	X	
Paper form: <i>Paper English Oral Script</i> (requires Accommodated Paper Form)	X	
Paper form: <i>Paper Spanish Oral Script</i> (requires Accommodated Paper Form)	X	
Paper form: <i>Paper English Oral Script</i> (for onsite translation and sign language/system interpretation) (requires Accommodated Paper Form)	X	

Presentation Accommodations

Accommodation		Computer-based		Paper-based	
		Relevant Accessibility Features Available to All Students	IEP, 504 or EL only	IEP, 504 or EL only	
Presentation	1.	Paper-based form	Not Applicable	Not Applicable	IEP, 504 or EL (NEP/LEP) Only
	2.	Large Print (18 pt)	Zoom (200% across all browsers) / Magnification Tool	Not Applicable	IEP, 504 or EL (NEP/LEP) Only
	3:	Color Contrast	White screen/black font	IEP/504 only Color contrast options	IEP/504 Only
	4:	External Color Overlays	-	IEP/504 Only	IEP/504 Only
	5:	Low-Vision Devices (CCTV, etc.)	Zoom (200% across all browsers)/ Magnifier Tool	IEP/504 Only	IEP/504 Only
	6:	Oral Scripts - English	Text-to-Speech	IEP, 504 or EL Only	IEP, 504 or EL Only
	6a:	Translated Oral Script - Spanish	-	EL Only (NEP/LEP)	EL Only (NEP/LEP)
	6b:	Translated Oral Script - Other Languages (Translated Locally)	-	EL Only (NEP/LEP)	EL Only (NEP/LEP)
	6c:	Oral Script - Sign System/Language	-	IEP with a sign system/language as the primary mode of communication	IEP with a sign system/language as the primary mode of communication
	7:	Braille with Tactile Graphics	-	-	IEP with Visual Impairment Only
8:	Word-to-Word Glossary	-	EL Only (NEP/LEP/Monitor Year 1)	EL Only (NEP/LEP/Monitor Year 1)	

1: Paper-based Form

Paper-based accommodated form	<p>The paper-based versions of the CMAS: Science and Social Studies assessments are considered accommodated forms, available for a small number of students with disabilities and/or English learners. Use of the paper-based assessments is expected only to be available to students who:</p> <ul style="list-style-type: none"> • Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer • Need a braille form with tactile graphics • Have an IEP or 504 plan that requires assistive technology that may not be compatible with the computer-based administration • Will provide oral or written responses in a language other than English or Spanish
	<p>Ordering Required: Yes: test book.</p> <p>For additional orders for social studies, both the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district's initial orders, the source book will be sent automatically with the test book.</p>

2: Large Print (18 point font)	
Computer-based Assessment	<p>Accessibility Features:</p> <p>Students will be able to enlarge using the “ctrl +” keys on the keyboard for PC and Chromebooks and “command +” on the keyboard for Macs. Students will be able to return to regular size by using “ctrl –” keys for PC and Chromebooks and “command –” on Macs. On touch screen devices students will be able to enlarge and reduce using pinch-to-zoom. Larger monitors will allow for increased text size and zoom with less scrolling.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged.</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.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Recommendation: Optimal zoomed presentation typically occurs at 200%.</p>
	<p>Ordering Required: No Special Form Assignment Required: No</p>
Paper-based accommodated form	<p>For students who are unable to access the computer-based assessment, even with the use of zoom and magnifier functionalities, large print paper-based accommodated forms are available as documented in their IEP or 504 plans.</p> <p>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.</p> <p>Student answers must be transcribed into a scannable test book and returned to Pearson for scoring. Student work and/or answers not transcribed will not be scored.</p> <p>See transcription directions that accompany the large print book for additional information.</p>
	<p>Ordering Required: Yes: large print</p>

3: Color Contrast	
Computer-based Assessment	<p>Accessibility feature: The test engine presents all items as black font on a white background. Graphics are presented in full color.</p> <p>An online color contrast form is available. When the color contrast setting is selected only the background and text are adjusted. Graphics (including but not limited to charts, graphs, tables, maps and drag and drop text boxes) are presented in full color on a white background.</p> <p>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.</p>
	<p>Ordering Required: No Special Form Assignment Required: Yes (Color Contrast or Text-to-Speech/Color Con if student also requires audio presentation)</p>
Paper-based accommodated form	Paper-based forms are printed in full color on white paper.
	Ordering Required: No

4: External Color Overlays	
Computer-based Assessment	<p>External screen filters/overlays may be used by students with disabilities as documented in their IEP or 504 plans. The external overlays are provided by the school.</p> <p>Students should have the opportunity to practice with their color overlays on the ePATs prior to testing. 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.</p>
	<p>Ordering Required: No Special Form Assignment Required: No</p>
Paper-based accommodated form	<p>For students who are using the accommodated paper-based form of the assessment because they are unable to access the computer-based assessment, even with the use of accessibility features and accommodations, they may use external color overlays as documented in their IEP or 504 plans.</p> <p>Color overlays may be used to adjust print to page contrast. These may be a full page or a partial page of colored plastic. The external overlays are provided by the school.</p>
	Ordering Required: No

5: Low-Vision Devices	
Computer-based Assessment	<p>Accessibility Features:</p> <p>Students will be able to enlarge using the “ctrl +” keys on the keyboard for PC and Chromebooks and “command +” on the keyboard for Macs. Students will be able to return to regular size by using “ctrl –” keys for PC and Chromebooks and “command –” on Macs. On touch screen devices students will be able to enlarge and reduce using pinch-to-zoom. Larger monitors will allow for increased text size and zoom with less scrolling.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged.</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.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Recommendation: Optimal zoomed presentation typically occurs at 200%.</p> <p>Some students with disabilities may require additional assistive technology software and/or devices. Electronic assistive technology software and devices that have no known conflicts with TestNav 8 can be found at: www.pearsononlinetesting.com/at</p>
	<p>Ordering Required: No Special Form Assignment Required: No</p>
Paper-based accommodated form	<p>For students who are unable to access the computer-based assessment, even with the use of zoom and magnifier functionalities, and/or compatible assistive technology, paper-based accommodated forms are available as documented in their IEP or 504 plans.</p> <p>Students will use their low vision device with a regular paper-based form. Student answers in test book.</p>
	<p>Ordering Required: Yes: test book</p> <p>For additional orders for social studies, both the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district’s initial orders, the source book will be sent automatically with the test book.</p>

6: Oral Scripts - English

Computer-based Assessment

Accessibility Feature:

Text-to-speech in English is available to students who receive audio/oral presentation of text during instruction and classroom-based assessment. It takes the place of an oral script read by the Test Administrator for most students who under TCAP relied on oral scripts.

Note: While available to all students, this accessibility feature increases the file size for testing which may result in slower response times from the computer.

Headphones must be worn, and the volume must be set at such a level that there is no sound leakage to surrounding students. Students should set their volume before launching TestNav by using the Click to Test Audio function on the Sign In screen.

Highlighting accompanies reading of text. The entire graphic panel is highlighted when the words in a graphic are read.

Continuous Play



Students may use the play button to indicate that they wish to have text read to them. The system will play from the beginning of the item to the end of the item, including all sources.

Click to Hear



The mega-phone button allows students to select where the reading begins. The Click to Hear button is recommended when students are accessing Performance Event content on the social studies assessments.

Stop



Students use the stop button to stop the reading.

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.

Oral scripts for local presentation for the computer-based form are available for students with an IEP, 504 or English learner plan who are unable to use text-to-speech.

Implementation for oral scripts (computer-based) follows the same procedures as oral scripts (paper) below.

Online English Oral Scripts are secure testing materials.

Ordering Required: No, if using text-to-speech

Yes, *Online English Oral Script* if student needs oral presentation but cannot use text-to-speech

Special Form Assignment Required: Yes: Text-to-Speech for accessibility feature or Oral Script as an accommodation

	<p>Note: While available to all students, the text-to-speech accessibility feature increases the file size for testing which may result in slower response times from the computer.</p> <p>If a student also requires the color contrast accommodation, assign Text-to-Speech/Color Con or Color Contrast if using an oral script.</p>
<p>Paper-based accommodated form</p>	<p>Students should qualify for the paper-based version for a reason other than the need for oral presentation. For students who are unable to access the computer-based assessment, even with the use of text-to-speech functionalities, the oral script read by the Test Administrator and/or other accessibility features and accommodations, paper-based accommodated forms are available as documented in their IEP, 504 or English learner plans.</p> <p>Test Administrators must be able to read and pronounce English correctly. Refer to the <i>CMAS 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 accommodated 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 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><i>Paper English Oral Scripts</i> are secure testing materials.</p> <hr/> <p>Ordering Required: Yes: test book and <i>Paper English Oral Script</i></p> <p>For additional orders for social studies, the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district’s initial orders, the source book will be sent automatically with the test book.</p>

6a: Translated Oral Scripts - Spanish

Computer-based Assessment

An online oral script accommodation is available only to students designated as NEP/LEP for three 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.

Test Administrators must be able to read and pronounce Spanish correctly. Refer to the *CMAS Procedures Manual* for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the Spanish oral script for the computer-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 may be found in the *CMAS Procedures Manual*.

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. 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.

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.

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.

Online Spanish Oral Scripts are secure testing materials.

Ordering Required: Yes: *Online Spanish Oral Script*

Special Form Assignment Required: Yes: Oral Script

If student also requires color contrast, assign Color Contrast form.

<p>Paper-based accommodated form</p>	<p>Students should qualify for the paper-based version for a reason other than the need for oral presentation in Spanish.</p> <p>A paper oral script accommodation is available only to students designated as NEP/LEP for three 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. The majority of students needing the Spanish presentation accommodation should be using the online version of the oral scripts.</p> <p>Test Administrators must be able to read and pronounce Spanish correctly. Refer to the <i>CMAS 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 may be found in the <i>CMAS 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. 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><i>Paper Spanish Oral Scripts</i> are secure testing materials.</p>
	<p>Ordering Required: Yes: test book and <i>Paper Spanish Oral Script</i></p> <p>For additional orders for social studies, both the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district's initial orders, the source book will be sent automatically with the test book.</p>

6b: Translated Oral Scripts – Other Languages

Computer-based Assessment

An online oral script accommodation is available only to students designated as NEP/LEP for three years or less with a home language other than Spanish. Students should be receiving content-based instruction in the other language either in the current or the prior year. The majority of students needing presentation in a language other than English or Spanish should be using the online version of the oral scripts.

Translators may have supervised access to the oral script for the computer-based assessment five working days prior to administration. 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 *CMAS Procedures Manual*.

Test Administrators must be able to read and pronounce the other language correctly. Refer to the *CMAS Procedures Manual* for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the translated oral script for the computer-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 may be found in the *CMAS Procedures Manual*.

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.

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.

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.

Both the original *Online English Oral Script* and the locally translated oral scripts are secure testing materials.

Ordering Required: Yes: *Online English Oral Script* to be translated locally into languages other than Spanish

Special Form Assignment Required: Yes (Oral Script)
If student also requires color contrast, assign Color Contrast form.

<p>Paper-based accommodated form</p>	<p>Students should qualify for the paper-based version for a reason other than the need for oral presentation in a language other than English or Spanish.</p> <p>A paper-based oral script accommodation is available only to students designated as NEP/LEP for three years or less with a home language other than Spanish. Students should be receiving content-based instruction in the other language either in the current or the prior year. The majority of students needing presentation in a language other than English or Spanish should be using the online version of the oral scripts.</p> <p>Translators may have supervised access to the oral script for the paper-based assessment five working days prior to administration. 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 Procedures Manual</i>.</p> <p>Test Administrators must be able to read and pronounce the other language correctly. Refer to the <i>CMAS Procedures Manual</i> for additional qualification of Test Administrators.</p> <p>Test Administrators may have supervised access to the translated 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 may be found in the <i>CMAS Procedures Manual</i>.</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 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>Paper English Oral Script</i> and the locally translated oral scripts are secure testing materials.</p> <p>Ordering Required: Yes: test book and <i>Paper English Oral Script</i> to be translated locally For additional orders for social studies, both the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district's initial orders, the source book will be sent automatically with the test book.</p>
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6c: Oral Script - Sign System/Language

Computer-based Assessment

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.

Interpreters interpret *Online English Oral Scripts* 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 the *Colorado Accommodations Manual*. The majority of students needing presentation in a sign language/system should be using the online version of the oral scripts.

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 may be found in the *CMAS Procedures Manual*.

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.

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.

Students using the *Online English Oral Script* 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.

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.

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.

Both the original *Online English Oral Script* and any notes made to facilitate sign language system/interpretation are secure testing materials.

Ordering Required: Yes: *Online English Oral Script* to be interpreted locally

Special Form Assignment Required: Yes (Oral Script)
If student also requires color contrast, assign Color Contrast form.

<p>Paper-based accommodated form</p>	<p>Students should qualify for the paper-based version for a reason other than the need for presentation in sign language.</p> <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 <i>Paper English Oral Scripts</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 the <i>Colorado Accommodations Manual</i>. The majority of students needing presentation in a sign language/system should be using the online version of the oral scripts.</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 may be found in the <i>CMAS 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>Paper English Oral Script</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>Paper English Oral Script</i> and any notes made to facilitate sign language system/interpretation are secure testing materials.</p> <p>Ordering Required: Yes: test book and <i>Paper English Oral Script</i> to be interpreted locally For additional orders for social studies, both the test book and the source book will need to be ordered. If the paper-based accommodated form was included in the district's initial orders, the source book will be sent automatically with the test book.</p>
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7: Braille with Tactile Graphics	
Computer-based Assessment	Not currently available.
Paper-based accommodated form	<p>Available only to students with an IEP with a documented diagnosis of blindness/ visual impairment. 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.</p> <p>This accommodation is typically administered in an individual assessment environment by a teacher of the visually impaired (TVI).</p> <p>Test Administrators will need access to the <i>Teacher Notes for Braille</i> shipped with the braille test book 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.</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 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 brailler or braille note-taker. The student's responses must be translated and transcribed 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 that accompany the braille book for additional information.</p> <p>Ordering Required: Yes: braille DACs may order contracted literary braille or un-contracted 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>

8: Word-to-Word Glossary (also considered a response accommodation)	
Computer-based Assessment	<p>Available to students identified as NEP/LEP/Monitor Year 1 for three years or less 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>Ordering Required: No</p> <p>Special Form Assignment Required: No</p>
Paper-based accommodated form	<p>Students should qualify for the paper-based version for a reason other than the need to use the glossary.</p> <p>Available to students identified as NEP/LEP/Monitor Year 1 for three years or less who are <i>unable to access the computer</i>.</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>Ordering Required: No</p>

Response Accommodations

Accommodation			Computer-based		Paper-based
			Relevant Accessibility Features Available to All Students	IEP, 504 or EL only	IEP, 504 or EL only
Response	9:	Assistive Technology	-	IEP, 504 or EL Only	IEP/504 or EL Only
	9a:	Speech-to-Text	-	IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	9b:	Word Prediction	-	IEP, 504 or EL Only	IEP, 504 or EL Only
	9c:	Braille/Braille Note-taker	-	-	IEP with Visual Impairment Only
	9d:	Talking Calculator / Abacus / Tactile Math Manipulatives	-	IEP with Visual Impairment Only	IEP with Visual Impairment Only
	10:	Scribe - English Spoken	-	IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	10a:	Scribe - Spanish Spoken	-	EL Only (NEP/LEP)	EL Only (NEP/LEP)
	10b:	Scribe - Other Language Spoken (Language other than English or Spanish)	-	EL Only (NEP/LEP)	EL Only (NEP/LEP) Recommended
	11:	Spanish - Written	-	EL Only (NEP/LEP)	EL Only (NEP/LEP)
	11a:	Other Language - Written (Transcription) (Language other than English or Spanish)	-	EL Only (NEP/LEP)	EL Only (NEP/LEP)

9: 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>A list of software and devices that have no known conflicts with TestNav 8 can be found at: www.pearsononlinetesting.com/at.</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"> • Students must be seated in such a manner that they cannot see other students' screens. • Students must <u>not</u> 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 scribing or transcription should occur in the presence of a second school adult. Student work and/or answers not scribed or transcribed will not be scored.

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, supervised scribing of student responses should occur as required. See “Scribe - English” below for additional information.

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 exit screen will appear. **Students should NOT follow these exit instructions.**

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, the student will NOT 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 screen 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 sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

Delayed Transcribing

Do not follow the instructions on the TestNav 8 Exit posters. After completing the last question, students should follow the steps below. (Be sure that students do not follow the exit directions on the screen that follows the last test question.)

If transcribing is not going to immediately follow the student’s completion of the test section, the below steps must be followed:

1. The student 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

	<p>they arrive at the exit page (after completing all questions), they should stop and ask for help. They should be told that they will NOT be following the typical exit directions.</p> <ol style="list-style-type: none"> b. After completing the last question, select the button next to the student’s name displayed in the top right-hand corner of the screen from any item in the test section. c. Choose the option “Logout of TestNav”. d. Select “I want to exit this test and finish later.” on the Exit Test screen. Students must NOT choose the option to submit final answers. e. The Test Administrator may assist students who need help with exiting their test in this modified manner. <ol style="list-style-type: none"> 2. 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 “resume” the student’s test in the PearsonAccess Test Session. To resume a student’s test, follow these steps in PearsonAccess using the Test Administrator computer. <ul style="list-style-type: none"> • Go to Test Management > Manage Test Sessions. • Select “Test Sessions” from the View By options set. • Select the session name to go to the Session Details screen. • Select the checkbox for the student on the Session Details screen. • Select the Resume Test button next to the student’s name. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed. • On a testing device, enter the username and password from the Student Authorization Ticket. • Enter the seal code for the student if needed. 4. From a testing device, using TestNav’s review screen in the student’s test, the transcriber will navigate to each of the constructed response items. 5. The transcriber must 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 sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For section 3, school personnel should submit final answers by following the appropriate exit procedures for that section. <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 of the <i>Colorado Accommodations Manual</i>, 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 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>
Paper-based accommodated form	Available to students as documented on their IEP, 504 or EL plans, <i>who are unable to access the computer.</i>

with Assistive Technology

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.

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.

Extra time may not be given for "lost" work.

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, scribing of student responses should occur as required. See "Scribe - English" below for additional information.

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.

Transcribing Immediately Following the Student Completing the Test Section

The following steps should be followed for transcribing following testing:

1. The student may be excused from the testing environment.
2. 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 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.
4. Transcriber will deliver materials back to the Test Administrator or SAC.

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 of the *Colorado Accommodations Manual*, 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 the scratch paper provided during 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.

9a: 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.

A list of software and devices that have no known conflicts with TestNav 8 can be found at: www.pearsononlinetesting.com/at.

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.
- 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.

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

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

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, supervised scribing of student responses should occur as required. See “Scribe - English” below for additional information.

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 exit screen will appear. **Students should NOT follow these exit instructions.**

Transcribing Immediately Following the Student Completing the Test Section

It is strongly suggested that transcribing occurs 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, the student will NOT 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 screen 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 sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

Delayed Transcribing

Do not follow the instructions on the TestNav 8 Exit posters. After completing the last question, students should follow the steps below. (Be sure that students do not follow the exit directions on the screen that follows the last test question.)

If transcribing is not going to immediately follow the student’s completion of the test section, the below steps must be followed:

1. The student 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 exit page (after completing all questions), they should stop and ask for help. They should be told that they will NOT be following the typical exit directions.
 - b. After completing the last question, select the button next to the student’s name displayed in the top right-hand corner of the screen from any item in the test section.
 - c. Choose the option “Logout of TestNav”.
 - d. Select “I want to exit this test and finish later.” on the Exit Test screen. **Students must NOT choose the option to submit final answers.**
 - e. The Test Administrator may assist students who need help with exiting their test in this modified manner.
2. 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 “resume” the student’s test in the PearsonAccess Test Session. To resume a student’s test, follow these steps in PearsonAccess using the Test Administrator computer.
 - Go to Test Management > Manage Test Sessions.
 - Select “Test Sessions” from the View By options set.
 - Select the session name to go to the Session Details screen.
 - Select the checkbox for the student on the Session Details screen.
 - Select the Resume Test button next to the student’s name. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed.
 - On a testing device, enter the username and password from the Student Authorization Ticket.
 - Enter the seal code for the student if needed.
4. From a testing device, using TestNav’s review screen in the student’s test, the transcriber will navigate to each of the constructed response items.
5. The transcriber must copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in

	<p>grammar, mechanics, and spelling.</p> <p>6. School personnel will sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For section 3, school personnel should submit final answers following the appropriate exit procedures for that section.</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 of the <i>Colorado Accommodations Manual</i>, 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>Paper-based accommodated form with Speech-to-Text</p>	<p>Available to students as documented on their IEP, 504 or EL plans, <i>who are unable to access the computer</i>.</p> <p>Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.</p> <p>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> <p>Additional considerations for test security must be applied when students are using assistive technology, including speech-to-text software.</p> <ul style="list-style-type: none"> • Students must <u>not</u> retrieve or access work from another student. • Students must <u>not</u> be able to access additional programs or the Internet while in the testing environment. • Student must <u>not</u> 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, scribing of student responses should occur as required. See “Scribe - English” below for additional information.</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><u>Transcribing Immediately Following the Student Completing the Test Section</u></p> <p>The following steps should be followed for transcribing following testing:</p>

	<ol style="list-style-type: none"> 1. The student may be excused from the testing environment. 2. 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 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. 4. Transcriber will deliver materials back to the Test Administrator or SAC. <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 of the <i>Colorado Accommodations Manual</i>, 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>
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9b: Word Prediction	
Computer-based Assessment with Word Prediction	<p>Available to students as documented on their IEP, 504 or EL plans.</p> <p>A list of software and devices that have no known conflicts with TestNav 8 can be found at: www.pearsononlinetesting.com/at.</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> <p>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.</p> <p>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.</p>

After completing the last question, the exit screen will appear. **Students should NOT follow these exit instructions.**

Transcribing Immediately Following the Student Completing the Test Section

It is strongly suggested that transcribing occurs 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, the student will NOT 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 screen 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 sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

Delayed Transcribing

Do not follow the instructions on the TestNav 8 Exit posters. After completing the last question, students should follow the steps below. (Be sure that students do not follow the exit directions on the screen that follows the last test question.)

If transcribing is not going to immediately follow the student's completion of the test section, the below steps must be followed:

1. The student 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 exit page (after completing all questions), they should stop and ask for help. They should be told that they will NOT be following the typical exit directions.
 - b. After completing the last question, select the button next to the student's name displayed in the top right-hand corner of the screen from any item in the test section.
 - c. Choose the option "Logout of TestNav".
 - d. Select "I want to exit this test and finish later." on the Exit Test screen. **Students must NOT choose the option to submit final answers.**
 - e. The Test Administrator may assist students who need help with exiting their test in this modified manner.
2. 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 "resume" the student's test in the PearsonAccess Test Session. To resume a student's test, follow these steps in PearsonAccess using the Test Administrator computer.
 - Go to Test Management > Manage Test Sessions.
 - Select "Test Sessions" from the View By options set.

	<ul style="list-style-type: none"> • Select the session name to go to the Session Details screen. • Select the checkbox for the student on the Session Details screen. • Select the Resume Test button next to the student’s name. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed. • On a testing device, enter the username and password from the Student Authorization Ticket. • Enter the seal code for the student if needed. <ol style="list-style-type: none"> 4. From a testing device, using TestNav’s review screen in the student’s test, the transcriber will navigate to each of the constructed response items. 5. The transcriber must 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 sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For section 3, school personnel should submit final answers following the appropriate exit procedures for that section. <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 of the <i>Colorado Accommodations Manual</i>, 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>Paper-based accommodated form with Word Prediction</p>	<p>Available to students as documented on their IEP, 504 or EL plans, <i>who are unable to access the computer-based assessment</i>.</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</p>

	<p>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 of the <i>Colorado Accommodations Manual</i>, 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>
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9c: Braille / Braille Note-taker

Computer-based Assessment	Not applicable.
Paper-based accommodated form	<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 for all materials, including the braille test book, the source book and braille/braille notetaker.</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 transcribed into the student’s regular test book by a teacher who is proficient in reading braille to be submitted for scoring. 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.</p> <p>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 the scratch paper provided during the test section.</p>

9d: Talking Calculator/Abacus / Tactile Math Manipulatives

Computer-based Assessment with Talking Calculator/Abacus/ Tactile Math Manipulatives	<p>Available to students with a documented diagnosis of visual impairment as documented on their IEP.</p> <p>Students who use a talking calculator must be assessed in a separate testing environment.</p> <p>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>
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<p>Paper-based accommodated form with Talking Calculator /Abacus/Tactile Math Manipulatives</p>	<p>Available to students with a documented diagnosis of blindness/visual impairment as documented on their IEP.</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>
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10: 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 three 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"> • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; <p>OR</p> <ul style="list-style-type: none"> • 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. <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"> • The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP/504 plan team; <p>AND</p> <ul style="list-style-type: none"> • 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; <p>AND</p> <ul style="list-style-type: none"> • The student's inability to express in written form is documented in an IEP or 504 plan. <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,</p>

	<p>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 test 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>Paper-based Accommodated Form with scribe – English Spoken</p>	<p>Available for students as documented in their IEP, 504 or EL plans (identified as NEP/LEP for three years or less) and <i>who are unable to access the computer-based assessment</i>. The student should require the accommodated paper-based form for a reason other than providing responses orally in English.</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"> • A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; <p>OR</p> <ul style="list-style-type: none"> • 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. <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"> • The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP/504 plan team; <p>AND</p> <ul style="list-style-type: none"> • 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; <p>AND</p> <ul style="list-style-type: none"> • The student’s inability to express in written form is documented in an IEP or 504 plan. <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.</p> <p>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 test 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>
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10a: Scribe - Spanish Spoken	
Computer-based Assessment	<p>Available to students identified as NEP/LEP for three 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.</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>Student responses are recorded in Spanish. No onsite translation should occur.</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 and 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. 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 test 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>Paper-based accommodated form</p>	<p>Available to students identified as NEP/LEP for three 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. The student should require the accommodated paper-based form for a reason other than providing responses orally in Spanish.</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>Student responses are recorded in Spanish. No onsite translation should occur.</p> <p>Scribes must be proficient in reading and writing in Spanish. The scribe must write legibly.</p> <p>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>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.</p>

	<p>All changes must be made during the test 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>
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10b: Scribe – Other Language Spoken (Language other than English or Spanish)	
Computer-based Assessment with Scribe – Other Language Spoken	<p>Available to students identified as NEP/LEP for three 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 accommodated paper-based form.</p> <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"> 1. Scribe responses on a separate piece of paper in the student’s language; 2. Exit the student from the test section following the directions below; 3. Translate the student’s responses into English on a separate piece of paper, and 4. Transcribe the student’s responses into the student’s online test form. <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>SCRIBING</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>

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 test 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 exit screen will appear. **Students should NOT follow these exit instructions. Do not follow the instructions on the TestNav 8 Exit posters.**

The student 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 exit page (after completing all questions), they should stop and ask for help. They should be told that they will NOT be following the typical exit directions.
2. After completing the last question, select the button next to the student’s name displayed in the top right-hand corner of the screen from any item in the test section.
3. Choose the option “Logout of TestNav”.
4. Select “I want to exit this test and finish later.” on the Exit Test screen. **Students must NOT choose the option to submit final answers.**
5. The Test Administrator may assist students who need help with exiting their test in this modified manner.

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 “resume” the student’s test in the PearsonAccess Test Session. To resume a student’s test, follow these steps in PearsonAccess using the Test Administrator computer.

	<ul style="list-style-type: none"> • Go to Test Management > Manage Test Sessions. • Select “Test Sessions” from the View By options set. • Select the session name to go to the Session Details screen. • Select the checkbox for the student on the Session Details screen. • Select the Resume Test button next to the student’s name. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed. • On a testing device, enter the username and password from the Student Authorization Ticket. • Enter the seal code for the student if needed. <ol style="list-style-type: none"> 2. From a testing device, using TestNav’s review screen in the student’s test, the transcriber will navigate to each of the constructed response items. 3. The transcriber will copy the student’s translated responses to constructed response items. 4. School personnel will sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For section 3, school personnel should submit final answers following the appropriate exit procedures for that section. <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, translating and transcribing.</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>Paper-based accommodated form with Scribe – Other Language Spoken</p>	<p>Available to students identified as NEP/LEP for three 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 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"> 1. Scribe responses on a separate piece of paper in the student’s language, and 2. Translate and transcribe the student’s responses into English in the student’s test book. <p>SCRIBING</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</p>

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 the student, even if a change is incorrect. All changes must be made during the test 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."

TRANSLATING and TRANSCRIBING

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.

The translator/transcriber will translate the student's responses into English without embellishment into the student's test book.

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 and translating.

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.

11: Spanish - Written

Computer-based Assessment	<p>Available to students identified as NEP/LEP for three 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>
Paper-based accommodated form	<p>Available to students identified as NEP/LEP for three 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>Students should qualify for the paper-based version for a reason other than the need for writing responses in Spanish.</p> <p>Students may write their answers in Spanish. Answers will be scored in Spanish.</p>

11a: Other Language - Written (Transcription)

(Language other than English or Spanish)

Computer-based Assessment
with Other Language – Written
(Transcription)

Available to students identified as NEP/LEP for three 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 accommodated paper-based form.

The recommended steps for administering this accommodation are:

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.
2. The student exits the test section following the directions below.
3. Translate the student's responses into English on a separate piece of paper, and
4. Transcribe the student's responses into the student's online test form.

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.

EXITING

After completing the last question, the exit screen will appear. **Students should NOT follow these exit instructions. Do not follow the instructions on the TestNav 8 Exit posters.**

The student will exit the test section by completing the following steps:

6. Students must be told that when they get to the last question or when they arrive at the exit page (after completing all questions), they should stop and ask for help. They should be told that they will NOT be following the typical exit directions.
7. After completing the last question, select the button next to the student's name displayed in the top right-hand corner of the screen from any item in the test section.
8. Choose the option "Logout of TestNav".
9. Select "I want to exit this test and finish later." on the Exit Test screen. **Students must NOT choose the option to submit final answers.**
10. The Test Administrator may assist students who need help with exiting their test in this modified manner.

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

	<p>The transcriber should be proficient in keyboarding.</p> <ol style="list-style-type: none"> 5. The Test Administrator will “resume” the student’s test in the PearsonAccess Test Session. To resume a student’s test, follow these steps in PearsonAccess using the Test Administrator computer. <ul style="list-style-type: none"> • Go to Test Management > Manage Test Sessions. • Select “Test Sessions” from the View By options set. • Select the session name to go to the Session Details screen. • Select the checkbox for the student on the Session Details screen. • Select the Resume Test button next to the student’s name. The Status column should display a purple “Resumed” to indicate that the student’s test can be resumed. • On a testing device, enter the username and password from the Student Authorization Ticket. • Enter the seal code for the student if needed. 6. From a testing device, using TestNav’s review screen in the student’s test, the transcriber will navigate to each of the constructed response items. 7. The transcriber will copy the student’s translated responses to constructed response items. 8. School personnel will sign the student out of the test section by navigating to the Next Section Seal Code screen and following typical exit procedures. For section 3, school personnel should submit final answers following the appropriate exit procedures for that section. <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, translating and transcribing.</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>Paper-based accommodated form with Other Language – Written (Transcription)</p>	<p>Available to students identified as NEP/LEP for three 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"> 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. 2. Translate and transcribe the student’s responses into English in the student’s test booklet after the student has completed testing. <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 the scribing and translating.</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.
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Setting Accommodations

Accommodation			Computer-based		Paper-based
			Relevant Accessibility Features Available to All Students	IEP, 504 or EL only	IEP, 504 or EL only
Setting	12:	Noise buffers (Available as an accessibility feature to all students.)	Not Applicable	Not Applicable	Not Applicable
	13:	Small Group	Minimum group size not dictated	IEP, 504 or EL Only (As indicated in learning plan)	IEP, 504 or EL Only (As indicated in learning plan)

12: Noise Buffers	
Computer-based Assessment	<p>Available to all students.</p> <p>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 accommodation.</p>
Paper-based accommodated form	<p>Available to all students.</p> <p>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 other accommodations, such as oral script.</p>

13: Small Group	
Computer-based Assessment	<p>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. Students may be tested in a computer lab or testing environment with a limited number of students, as documented, such as “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.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.</p>
Paper-based accommodated form	<p>Students must qualify for the accommodated paper-based form of the assessment for reasons other than requiring a small group administration.</p> <p>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. Students may be tested in a testing environment with a limited number of students, as documented, such as “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.</p> <p>The testing location must be a secure and safe environment that is monitored and proctored while the assessment is being given.</p>

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	14:	Extended Time beyond Time and a Half	-	IEP, 504 or EL only	IEP, 504 or EL only
	15:	Time of Day	Designated testing time of day not dictated	Designated testing time of day not dictated IEP and 504 Only (consistent with plans)	Designated testing time of day not dictated IEP and 504 Only (consistent with plans)
	16:	Multiple breaks	-	IEP, 504 or EL (NEP/LEP/Monitor Year 1) Only	IEP, 504 or EL (NEP/LEP/Monitor Year 1) Only

14: Extended Time Beyond Time and a Half	
Computer-based Assessment	<p>Available to students as documented on their IEP, 504 or EL (NEP/LEP/Monitor Year 1 only) plans.</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.</p> <p>It is recommended that students with fairly equivalent skills and abilities be assessed in an environment.</p> <p>All students must remain in the testing environment for at least the standard section time (80 minutes). If the standard testing time for that session has passed (80 minutes) <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 after 80 minutes as they complete the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure or to being the last student still working on the assessment.</p>
Paper-based accommodated form	<p>Students must qualify for the paper-based accommodated form of the assessment for reasons other than requiring extended time.</p> <p>Available to students as documented on their IEP, 504 or EL (NEP/LEP/Monitor Year 1 only) plans.</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 in an environment.</p> <p>All students must remain in the testing environment for at least the standard section time (80 minutes). If the standard testing time for that session has passed (80 minutes) <u>and</u> 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 after 80 minutes as they complete the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure or to being the last student still working on the assessment.</p>
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15: Time of Day

<p>Computer-based Assessment</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Paper-based accommodated form</p>	<p>Students must qualify for the paper-based accommodated form for reasons other than time of day test administration needs.</p> <p>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.</p> <p>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.</p> <p>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.</p>

16: Multiple Breaks

<p>Computer-based Assessment</p>	<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>Medical Note:</p> <p>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</p>
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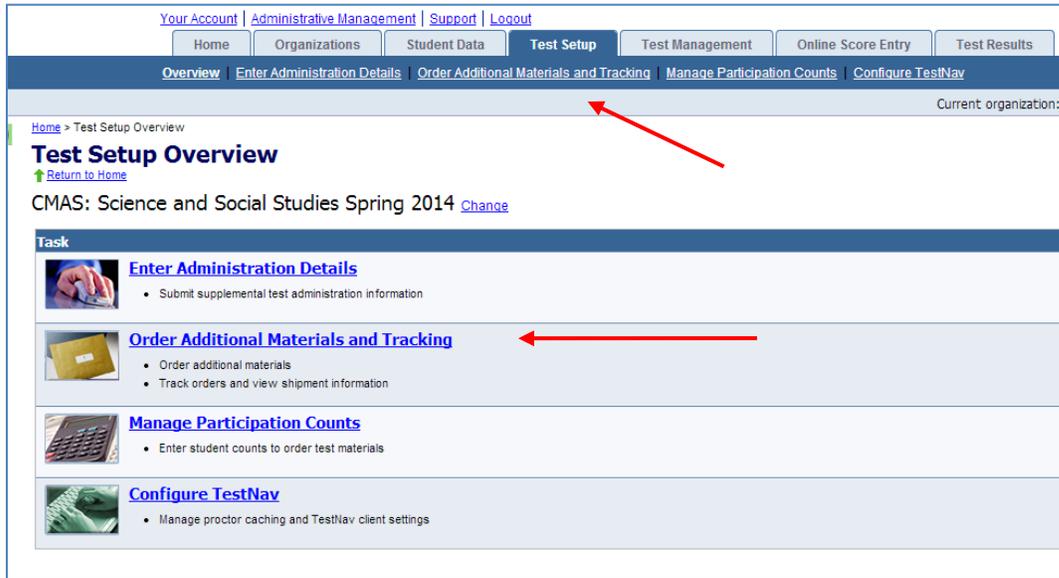
	<p>(students with a documented vision impairment only), breaks are untimed and should not be counted towards “testing time”.</p> <p>Outside of the breaks, students have 80 minutes to complete testing. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate total testing time. Following district policies, students may be dismissed from the testing environment after the minimum 55 minutes of active testing.</p> <p>See the <i>PearsonAccess Users Guide</i> on how to pause a student’s testing section. 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.</p> <p>Reading, accessing the Internet, or making and/or receiving phone calls is not allowed during a break.</p>
<p>Paper-based accommodated form</p>	<p>Students must qualify for the paper-based accommodated form for reasons other than needing multiple breaks.</p> <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>Medical Note:</p> <p>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 testing. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate total testing time. Following district policies, students may be dismissed from the testing environment after the minimum 55 minutes of active testing.</p>

	<p>During breaks, student test books and source books (social studies only) must be closed.</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.</p> <p>Reading, accessing the Internet, or making and/or receiving phone calls is not allowed during a break.</p>
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Appendix A

Ordering Additional Materials After April 1st

1. From the Test Setup tab, select Order Additional Materials and Tracking.



2. Select Order Additional Materials.



3. Enter (or verify) the required shipping information, such as date needed, and then select Next.

Items Ordered	Shipping Details
Shipping Details	
Ship to AV_DISTRICT_DEMO	
Name:	
Title:	
Address:	
Notification E-mail:	
Phone:	
Fax:	
Date Needed:	
Preferred Delivery Method:	
Shipment Reason:	
Special Instructions:	

4. If a default contact has been set up to receive additional orders, then the contact and the associated address information will be populated on the Shipping Information screen.

5. Enter a quantity in the Quantity column for each type of test material that you want to order, and then select Next.
6. Review the order, and then select Submit Order to submit the order. You will see a message confirming that your order was submitted, and a notification email will be sent.

Appendix B Assigning Online Special Forms

Assign Online Special Forms: Color Contrast, Oral Script, Text-to-Speech/Color Con and Text to Speech (Beginning March 31, 2014)

All students are defaulted to the "Main" form. For students not requiring a special form, nothing needs to be done in the Session Details screen.

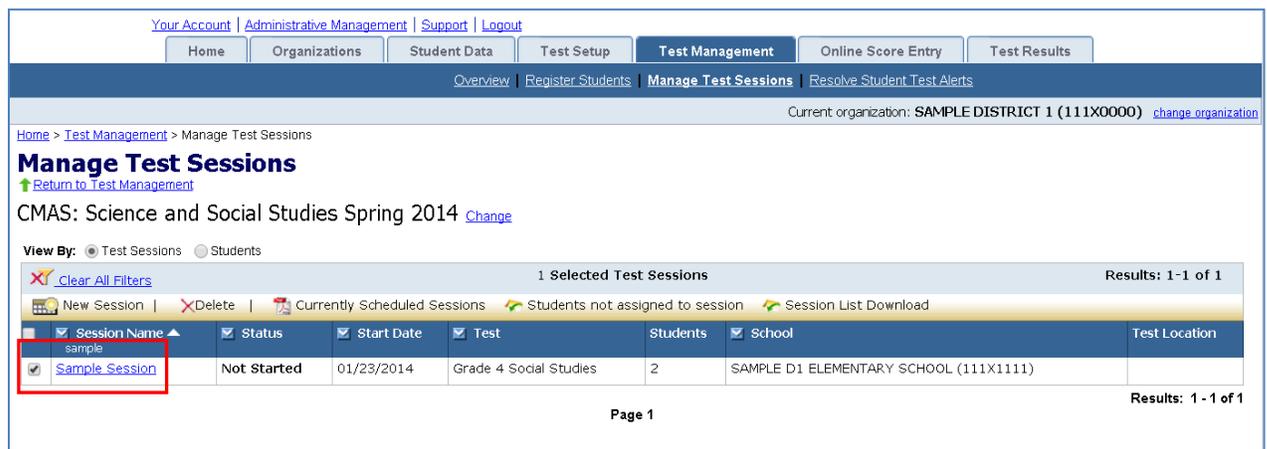
For students requiring a special form (Color Contrast, Oral Script, Text-to-Speech/Color Con and Text to Speech), please follow the steps outlined below.

1. Go to Test Management > Manage Test Sessions.



The screenshot shows the 'Test Management Overview' page for 'CMAS: Science and Social Studies Spring 2014'. The 'Manage Test Sessions' link is highlighted with a red box. The page includes a navigation menu with 'Home', 'Organizations', 'Student Data', 'Test Setup', 'Test Management', 'Online Score Entry', and 'Test Results'. The 'Test Management' sub-menu is open, showing 'Overview', 'Register Students', and 'Manage Test Sessions'. The 'Manage Test Sessions' link is highlighted with a red box. The page also includes a 'Task' section with 'Register Students' and 'Manage Test Sessions' links, each with a list of actions.

2. Select the session name.



The screenshot shows the 'Manage Test Sessions' page for 'CMAS: Science and Social Studies Spring 2014'. The 'Sample Session' row is highlighted with a red box. The page includes a navigation menu with 'Home', 'Organizations', 'Student Data', 'Test Setup', 'Test Management', 'Online Score Entry', and 'Test Results'. The 'Test Management' sub-menu is open, showing 'Overview', 'Register Students', 'Manage Test Sessions', and 'Resolve Student Test Alerts'. The 'Manage Test Sessions' link is highlighted with a red box. The page also includes a 'View By' section with 'Test Sessions' and 'Students' radio buttons. The 'Test Sessions' radio button is selected. The page shows a table of test sessions with columns for 'Session Name', 'Status', 'Start Date', 'Test', 'Students', 'School', and 'Test Location'. The 'Sample Session' row is highlighted with a red box. The table shows 1 selected test session. The page also includes a 'Page 1' indicator and 'Results: 1 - 1 of 1'.

Session Name	Status	Start Date	Test	Students	School	Test Location
Sample Session	Not Started	01/23/2014	Grade 4 Social Studies	2	SAMPLE D1 ELEMENTARY SCHOOL (111X1111)	

3. Select ***Specify or Override*** to assign a Special Form in the **Form/Form Group Type** column.

Home > Test Management > Manage Test Sessions > Session Details

Session Details

[Return to Manage Test Sessions](#)

Start | Authorizations | Proctor Caching | Session Roster | Advanced Session Roster Download

Test Session Details Edit

Test Session Status:	Not Started	TestNav Settings:	View Edit
Session Name:	Sample Session	Proctor Caching Computer:	PC 01
School:	SAMPLE D1 MIDDLE SCHOOL (11112222)	Scheduled Start Date:	03/09/2014
Test to be Administered:	Grade 4 Social Studies	Scheduled Start Time:	01:00 AM
Read Aloud by Test Examiner:	No	Actual Start Date:	
Default Form Group Type:	Main	Actual Start Time:	
Test Code:	677CDE	Location:	

View By: Students in the Session

[Clear All Filters](#) 0 Selected Students Results: 1-2 of 2

Resume Test | Undo Test Submit | Mark Test Complete | Add Students | Remove | Move

<input checked="" type="checkbox"/>	Student Name	<input checked="" type="checkbox"/> Pearson Student Code	<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Status Refresh	Form/Form Group Type	Username
<input type="checkbox"/>	SAMPLEAA_STUDENT	0000417111	DEFAULT GROUP	Ready	Main Specify	8947678380
<input type="checkbox"/>	SAMPLEBB_STUDENT	0000417112	DEFAULT GROUP	Ready	Main Specify	0086941379

Results: 1 - 2 of 2

4. Form Group Type: Select Appropriate Special Form Group Type from the menu. The valid Special From Group Types are:
 - **Color contrast (Color contrast only)**
 - **Oral Script**
 - **Test to Speech/Color Con (Text to Speech combined with Color Contrast)**
 - **Text to Speech (Text to Speech only)**

Form Assignment

[Return to Session Detail](#)

Assign Form

SAMPLEAA, STUDENT
Pearson Student Code: 0000417111
Test Code: 677CDE
Test: Grade 4 Social Studies
District: SAMPLE DISTRICT 1 (11110000)
School: SAMPLE D1 ELEMENTARY SCHOOL (11111111)

Form Group Type:

Form:

Reason:

5. **Form:** select the default accommodated form.

Examples of those screens are below.

Color Contrast:

Form Group Type:

Form:

Reason:

Text to Speech:

Form Group Type:

Form:

Reason:

Text to Speech/Color Contrast:

▶ Form Group Type: Text to Speech/Color Con ▼

▶ Form: Grade 4 Social Studies-Text to Speech/Color Co ▼

▶ Reason:



Oral Script:

▶ Form Group Type: Oral Script ▼

▶ Form: Grade 4 Social Studies - 014S ▼

▶ Reason:



6. **Reason:** This field is used to capture a reason for the assignment of a Special Form. The system requires an entry in the box, but the information is not used and does not affect testing. You may enter a reason or type an “X” if you do not need to capture a reason for the assignment.

▶ Form Group Type: Color Contrast ▼

▶ Form: Grade 8 Science - Color Contrast ▼

▶ Reason: X

