

Colorado Measures of Academic Success: Science and Social Studies  
**Accommodations Supplement**  
Spring 2015

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: Science and Social Studies are available to students identified with a disability (IEP or 504 plan) and/or identified as an English 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 Accommodations, Response Accommodations, Setting Accommodations, Timing Accommodations, and Administrative Considerations.

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## BACKGROUND INFORMATION

### Accessibility Features and Tools

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

### 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 and are 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; or
- Will provide oral or written responses in a language other than English or Spanish.

### ePATs (Practice Testing Environments)

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

ePAT Guides may be used by teachers or other adults to guide students through the ePATs sample items. While the use of the guides with the sample items is not required, it is strongly encouraged as it will help ensure that students are familiar with TestNav 8 navigation and the types of items that may be encountered while taking the online assessments. ePATs and ePAT Guides can be accessed at [PearsonAccess.com/co](http://PearsonAccess.com/co) > ePATs, or through a secure practice session set up in the PearsonAccess Training Center.

The following ePAT resources are currently available:

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

- 13-14 TN8 G5 Science TTS/CC ePAT
- Grade 7
  - 14-15 TN8 G7 Social Studies ePAT Guide
  - 14-15 TN8 G7 Social Studies ePAT
  - 14-15 TN8 G7 Social Studies TTS/CC ePAT
  - 14-15 TN8 G7 Social Studies Spanish Audio/CC ePAT
  - 13-14 TN8 G7 Social Studies ePAT Guide
  - 13-14 TN8 G7 Social Studies TTS/CC ePAT
- Grade 8
  - 14-15 TN8 G8 Science ePAT Guide
  - 14-15 TN8 G8 Science ePAT
  - 14-15 TN8 G8 Science TTS/CC ePAT
  - 14-15 TN8 G8 Science Spanish Audio/CC ePAT
  - 13-14 TN8 G8 Science ePAT Guide
  - 13-14 TN8 G8 Science TTS/CC ePAT
- High School
  - 14-15 TN8 HS Social Studies ePAT Guide
  - 14-15 TN8 HS Social Studies TTS/CC ePAT
  - 14-15 TN8 HS Science ePAT Guide
  - 14-15 TN8 HS Science TTS/CC ePAT

TTS – The text-to-speech accessibility feature is available on this form type.

CC – The color contrast accommodation is available on this form type.

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

### Assigning Accessibility Features and Accommodations

Special test forms and some accommodated materials must be ordered prior to testing. Six special online forms, including one accessibility feature, must be assigned prior to testing: Text-to-Speech, Spanish Audio, Color Contrast, Text-to-Speech with Color Contrast, Spanish Audio with Color Contrast, and Oral Script. If students requiring these accommodations or accessibility features are not assigned to the correct special form, they will not have access to the necessary accommodations or accessibility features.

Detailed instructions for assigning special forms through the PearsonAccess User Interface (UI) are found in Appendix A of this document. The UI instructions allow you to assign or update special forms one student at a time. To assign or update multiple special forms for multiple students at the same time, see the Spring 2015 Student Data Upload (SDU) Layout directions found at [PearsonAccess.com/CO](http://PearsonAccess.com/CO) > Support > Templates.

### Accommodations Requiring Physical Materials

Accommodations requiring physical materials must also be assigned and ordered prior to testing: Online English Oral Script, Online Spanish Oral Script, Online Oral Script for Translation, accommodated paper form, Paper English Oral Script, Paper Spanish Oral Script, Paper Oral Script for Translation, braille form, large print form, and Spanish Source Book. Accommodated materials, for accommodations that are indicated in PearsonAccess for students by March 6, 2015, will automatically be received on March 30<sup>th</sup> (with the exception of Spanish Source Books that are to be used with the Spanish Audio online assessment form as they must be ordered through the additional orders process).

Detailed instructions for ordering additional accommodated materials during the additional orders window (April 1<sup>st</sup> – April 30<sup>th</sup>) are included in Appendix B of this document.

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

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

<b>Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment</b>	<b>Physical Materials:</b> Secure materials are automatically ordered when indicated in PearsonAccess by March 6, 2015. Additional materials may be ordered by District Assessment Coordinators through PearsonAccess, as needed, during the additional orders window from April 1 <sup>st</sup> through April 30 <sup>th</sup> .	<b>Special Online Form Assignment must be indicated in PearsonAccess (through SDU or UI) prior to the student starting testing.</b>
<b>Special Online Form:</b> Text-to-Speech		<b>X</b>
<b>Special Online Form:</b> Spanish Audio <b>Order:</b> Spanish Source Book	<b>X</b> Must place <b>additional order</b> for Spanish Source Book beginning April 1 <sup>st</sup> .	<b>X</b>
<b>Form:</b> Oral Script <b>Order:</b> <ul style="list-style-type: none"> <li>• Online English Oral Script,</li> <li>• Online Spanish Oral Script, or</li> <li>• Online Oral Script for Translation (for onsite translation into languages other than English or Spanish and sign language/system interpretation)</li> </ul>	<b>X</b>	<b>X</b>
<b>Special Online Form:</b> Color Contrast		<b>X</b>
<b>Special Online Form:</b> Text-to-Speech with Color Contrast		<b>X</b>
<b>Special Online Form:</b> Spanish Audio with Color Contrast <b>Order:</b> Spanish Source Book	<b>X</b> Must place <b>additional order</b> for Spanish Source Book beginning April 1 <sup>st</sup> .	<b>X</b>
<b>Special Online Form:</b> Accommodated Paper Form	<b>X</b>	
<b>Form:</b> Braille (paper)	<b>X</b>	
<b>Form:</b> Large Print (paper)	<b>X</b>	
<b>Order:</b> Paper English Oral Script (requires Accommodated Paper Form)	<b>X</b>	
<b>Order:</b> Paper Spanish Oral Script (requires Accommodated Paper Form)	<b>X</b>	
<b>Order:</b> Paper Oral Script for Translation (for onsite translation into languages other than English or Spanish and sign language/system interpretation) (requires Accommodated Paper Form)	<b>X</b>	

## PRESENTATION ACCOMMODATIONS

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

Table 2: Computer-based and Paper-based Presentation Accommodations

Accommodation		Computer-based		Paper-based
		Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only
Presentation	1.	Paper-based Form		IEP, 504 or EL (NEP/LEP) Only
	2.	Large Print (18 point font)	Zoom (200% across all browsers) / Magnification Tool	IEP, 504 Only
	3:	Color Contrast		IEP/504 Only Color contrast options
	4:	External Color Overlays		IEP/504 Only
	5:	Low-Vision Devices (CCTV, etc.)	Zoom (200% across all browsers)/Magnifier Tool	IEP/504 Only
	6:	Oral Script – English	Text-to-Speech	IEP, 504 or EL Only
	6a:	Oral Script – Spanish		EL Only (NEP/LEP)
	6b:	Oral Script – Translated (Languages Other Than English or Spanish) (Translated Locally)		EL Only (NEP/LEP)
	6c:	Oral Script – Sign System/Language		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 Yr.1)	
9:	Spanish Audio		EL Only (NEP/LEP)	
10:	Spanish Source Book		EL Only (NEP/LEP)	

### 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. They are 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"> <li>• Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer;</li> <li>• Need a braille form with tactile graphics;</li> <li>• Have an IEP or 504 plan that requires assistive technology that may not be compatible with the computer-based administration; or</li> <li>• Will provide oral or written responses in a language other than English or Spanish.</li> </ul> <p><b>Ordering Required:</b> Yes – accommodated paper form</p>
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	<p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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## 2: Large Print (18 point font)

<p>Computer-based Assessment</p>	<p><b>Accessibility Feature:</b></p> <p>Students will be able to enlarge the on-screen text and images using “ctrl +” on the keyboard for PCs and Chromebooks, and “command +” on the keyboard for Macs. Students will be able to return to regular size by using “ctrl –” keys for PCs and Chromebooks, and “command –” on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling.</p> <p>Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing.</p> <p><b>Recommendation:</b> Optimal zoomed presentation typically occurs at 200%.</p> <p><b>Special Online Form Assignment Required:</b> No</p> <p>Ordering Required: No</p>
<p>Paper-based Accommodated Form</p>	<p>For students who are <i>unable to access the computer-based assessment</i>, 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 large print test comes packaged as a kit. The enlarged print test books are printed in full color on ivory paper. Test questions are printed in 18 point Calibri font; graphics are enlarged. The large print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches. Each large print book is sealed by test section. (A large print source book is also included in the large print test kit for social studies assessments.)</p> <p>Separate visual descriptions are included in the large print test kits. These picture descriptions describe some of the images or graphics in the student’s test book. Descriptions are not included for all visuals; they are included to increase accessibility to select images.</p> <p>Student answers must be transcribed into a scannable test book and returned to Pearson for scoring. Student work and/or answers that are not transcribed will not be scored.</p> <p>See transcription directions, included in the large print test kit, for additional information.</p> <p><b>Ordering Required:</b> Yes – large print</p> <p>If the large print form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the large print form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

### 3: Color Contrast

Computer-based Assessment	<p>An online color contrast form is available for students with appropriate documentation on their IEP or 504 plans. When the color contrast setting is selected, only the background and text are adjusted. Graphics (e.g., charts, graphs, tables, maps and drag-and-drop 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><b>Special Online Form Assignment Required:</b> Yes – Color Contrast, Text-to-Speech/Color Con (if student also requires English audio presentation), or Spanish Audio/Color Con (if student also requires Spanish audio presentation)</p> <p><b>Ordering Required:</b> No</p>
	<p>Paper-based Accommodated Form</p> <p>For students with appropriate documentation on their IEP or 504 plans, paper-based forms are available. The paper-based forms are printed in full color on white paper. Printing in other colors or on other paper colors is not available. See “External Color Overlays” below.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

### 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><b>Special Online Form Assignment Required:</b> No</p> <p>Ordering Required: No</p>
	<p>Paper-based Accommodated Form</p> <p>As documented in students’ IEP or 504 plans, external color overlays may be used by students who are using the accommodated paper-based form of the assessment. <i>Only students who are unable to access the computer-based assessment</i> (even with the use of accessibility features and accommodations) can receive the accommodated paper form of the assessment and use external color overlays.</p> <p>Color overlays may be used to adjust print to page contrast. These overlays may be a full page or a partial page of colored plastic. The external overlays are provided by the school.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

### 5: Low-Vision Devices

Computer-based Assessment	<p><b>Accessibility Feature:</b></p> <p>Students will be able to enlarge the on-screen text and images using “ctrl +” on the keyboard for PCs and Chromebooks, and “command +” on the keyboard for Macs. Students will be able to</p>
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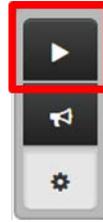
	<p>return to regular size by using “ctrl –” keys for PCs and Chromebooks, and “command –” on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling.</p> <p>Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations.</p> <p>Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs prior to testing.</p> <p><b>Recommendation:</b> Optimal zoomed presentation typically occurs at 200%.</p>
Paper-based Accommodated Form	<p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p> <p>For students who are <i>unable to access the computer-based assessment</i>, even with the use of zoom and magnifier functionalities and/or compatible assistive technology, paper-based accommodated forms are available as documented in IEP or 504 plans.</p> <p>Students will use their low vision device with a regular paper-based form. Student answers in test book. Transcription is not required.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

## 6: Oral Script - English

Computer-based Assessment	<p><b>Accessibility Feature:</b></p> <p>Text-to-speech in English is available to students who receive audio/oral presentation of text during instruction and classroom-based assessment. For most students, text-to-speech can be used instead of an oral script that requires reading by the Test Administrator.</p> <p><b>Note:</b> While the text-to-speech accessibility feature is available to all students, it may not be appropriate for all students. This accessibility feature increases the file size for testing which may result in slower computer response times for all students testing on the network. Students eligible for the text-to-speech form should be using similar access strategies during instruction. These students may have historically used oral scripts for the Transitional Colorado Assessment Program (TCAP).</p> <p>Headphones must be worn by students assigned to the text-to-speech form, and the volume must be set at such a level that there is no sound leakage to surrounding students. Students must set their volume before launching TestNav by using the “Click to Test Audio” function on the TestNav Sign In screen.</p> <p>Word-for-word highlighting accompanies the embedded computer reading of the on-screen text. As a section of text is about to be read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the computer. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box.</p>
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Students assigned to the text-to-speech form will be able to determine how and when they interact with the feature. The student may utilize the text-to-speech tool in two ways.

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



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



Students use the stop button to stop the reading.



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



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.

**Accommodation:**

Oral scripts, for local presentation by a human reader, are available for students with an IEP, 504 or English learner plan who are unable to use text-to-speech. The Online English Oral Script is used for students taking the computer-based form of the assessment with the oral script 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.

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

*Online English Oral Scripts* are secure testing materials.

	<p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Text-to-Speech for accessibility feature Yes – Oral Script as an accommodation</p> <p><b>Ordering Required:</b> No – if using text-to-speech Yes – if using <i>Online English Oral Script</i> (may only be used if student needs oral presentation but cannot use text-to-speech)</p> <p>If the <i>Online English Oral Script</i> was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the <i>Online English Oral Script</i> was not indicated in PearsonAccess before March 6, an additional order must be placed.</p> <p><b>Note:</b> 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. Students eligible for the text-to-speech form should be using similar access strategies during instruction.</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>
Paper-based Accommodated Form	<p>Students should qualify for the paper-based <i>version for a reason other than the need for oral presentation</i>. For students <i>who are unable to access the computer-based assessment</i>, even with the use of text-to-speech functionalities or the oral script read by the Test Administrator together with other accessibility features and accommodations, paper-based accommodated forms are available as documented in IEP, 504 or EL 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> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script</p>

	<p>testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form and <i>Paper English Oral Script</i></p> <p>If the paper-based accommodated form and <i>Paper English Oral Script</i> were indicated in PearsonAccess before March 6, 2015, they will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form and <i>Paper English Oral Script</i> were not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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**6a: Oral Script - Spanish**

<p>Computer-based Assessment</p>	<p><b>Alternate Accommodation:</b> Spanish Audio online form with Spanish Source Book (see Spanish Audio information below)</p> <p><b>Accommodation:</b></p> <p>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.</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 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 are 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 on the computer are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p><i>Online Spanish Oral Scripts</i> are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Special Online Form Assignment Required:</b> Yes: Oral Script</p> <p><b>Ordering Required:</b> Yes: <i>Online Spanish Oral Script</i></p> <p>If the <i>Online Spanish Oral Script</i> was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the <i>Online Spanish Oral Script</i> was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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<p>Paper-based Accommodated Form</p>	<p>If a student also requires the color contrast accommodation, assign Color Contrast.</p> <p>Students should qualify for the paper-based version <i>for a reason other than the need for oral presentation in Spanish</i>.</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 forms.</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 are 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><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form and <i>Paper Spanish Oral Script</i></p> <p>If the paper-based accommodated form and <i>Paper Spanish Oral Script</i> were indicated in PearsonAccess before March 6, 2015, they will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form and <i>Paper Spanish Oral Script</i> were not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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**6b: Oral Script – Translated**

<p>Computer-based Assessment</p>	<p>An <i>Online Oral Script for Translation</i> accommodation is available only to students designated 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. The majority of students needing presentation in a language other than English or Spanish should be using an online form of the assessment.</p> <p>Translators may have supervised access to the <i>Online Oral Script for Translation</i> for the computer-based assessment five working days prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices</p>
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	<p>associated with this accommodation. Translators must use translation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS 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 qualifications of Test Administrators.</p> <p>Students using the translated oral script must be grouped by language, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in the other language from the script to the entire testing group. The words on the computer are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Online Oral Script for Translation</i> and the locally translated oral scripts are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Oral Script</p> <p><b>Ordering Required:</b> Yes – <i>Online Oral Script for Translation</i> (translated locally)</p> <p>If the <i>Online Oral Script for Translation</i> was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the <i>Online Oral Script for Translation</i> was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
<p>Paper-based Accommodated Form</p>	<p>Students should qualify for the paper-based version <i>for a reason other than the need for oral presentation in a language other than English or Spanish</i>.</p> <p>A <i>Paper Oral Script for Translation</i> accommodation is available only to students designated 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. The majority of students needing presentation in a language other than English or Spanish should be using an online form of the assessment.</p> <p>Translators may have supervised access to the <i>Paper Oral Script for Translation</i> for the paper-based assessment five working days prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices associated with this accommodation. Translators must use translation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS 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>Students using the <i>Paper Oral Script for Translation</i> must be grouped by language, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in the other language from the script to the entire testing group. The words in the test book are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Paper Oral Script for Translation</i> and the locally translated oral scripts are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form and <i>Paper Oral Script for Translation</i> (translated locally)</p> <p>If the accommodated paper form and <i>Paper Oral Script for Translation</i> were indicated in PearsonAccess before March 6, 2015, they will be received with the district’s automatic initial shipment on March 30. If the accommodated paper form and <i>Paper Oral Script for Translation</i> were not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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**6c: Oral Script - Sign System/Language**

<p>Computer-based Assessment</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 system/language.</p> <p>Interpreters interpret the <i>Online Oral Script for Translation</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 are 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>An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the oral script. This allows the student to maintain contact with the interpreter and the print simultaneously.</p> <p>Students using the <i>Online Oral Script for Translation</i>, interpreted locally, must be grouped by</p>
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	<p>sign language/system, grade level, and test section. Students in the same testing environment should have similar skills and abilities. Each question is signed from the script to the entire testing group. The words on the computer are presented in English. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is signed to the entire testing group. Pacing is based on the speed of the slowest student.</p> <p>The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation.</p> <p>Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.</p> <p>Both the original <i>Online Oral Script for Translation</i> and any notes made to facilitate sign language system/interpretation are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <hr/> <p><b>Special Online Form Assignment Required:</b> Yes – Oral Script</p> <p><b>Ordering Required:</b> Yes – <i>Online Oral Script for Translation</i> (translated locally)</p> <p>If the <i>Online Oral Script for Translation</i> was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the <i>Online Oral Script for Translation</i> was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
<p>Paper-based Accommodated Form</p>	<p>Students should qualify for the paper-based version <i>for a reason other than the need for presentation in sign language.</i></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 the <i>Paper Oral Script for Translation</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 form of the assessments.</p> <p>Interpreters may have supervised access to the <i>Paper Oral Script for Translation</i> five working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials may be found in the <i>CMAS and CoAlt: Procedures Manual</i>.</p> <p>When interpreting the assessment, interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.</p> <p>Students using the <i>Paper Oral Script for Translation</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</p>

	<p>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 Oral Script for Translation</i> and any notes made to facilitate sign language system/interpretation are secure testing materials.</p> <p><b>Note:</b> While it is anticipated that most students will be able to complete the testing session within the standard testing time even with an oral script accommodation, due to the nature of oral presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.</p> <p><b>Ordering Required:</b> Yes – accommodated paper form and <i>Paper Oral Script for Translation</i> (translated locally)</p> <p>If the accommodated paper form and <i>Paper Oral Script for Translation</i> were indicated in PearsonAccess before March 6, 2015, they will be received with the district’s automatic initial shipment on March 30. If the accommodated paper form and <i>Paper Oral Script for Translation</i> were not indicated in PearsonAccess before March 6, an additional order must be placed.</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.</p> <p>Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments.</p> <p>The assessment must be administered by a teacher who is proficient in reading braille. This accommodation is typically administered in an individual assessment environment by a teacher of the visually impaired (TVI).</p> <p>Test Administrators will need access to the <i>Teacher Notes for Braille</i> shipped with the braille kit prior to the administration of the assessment to ensure that all needed materials are procured. Test Administrators do not need early access to the assessment other than to verify the correct form of braille has been provided (i.e., contracted or uncontracted).</p> <p>Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the test book. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student’s responses must be translated and <b>transcribed</b> by a TVI into a scannable test book to be submitted for scoring. Student work and/or answers not transcribed will not be scored.</p> <p>See transcription directions included in the braille kit for additional information.</p> <p><b>Ordering Required:</b> Yes: braille (contracted or uncontracted)</p>

	<p>DACs may order contracted literary braille or uncontracted literary braille. Determination of which format is needed will be made by a teacher certified in the area of visual impairments through the <u>Learning Media Assessment</u> process.</p> <p>If the braille form was indicated in PearsonAccess before March 6, 2015, it will be received with the district's automatic initial shipment on March 30. If the braille form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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### 8: Word-to-Word Glossary (also considered a response accommodation)

Computer-based Assessment	<p>Available to students identified as NEP/LEP/FEP/Monitor Year 1 via paper-based linguistic glossary.</p> <p>A word-to-word glossary (English and the student's native language) is provided by the school. The word-to-word glossary may not contain definitions.</p> <p>Test Administrators may not assist students with glossary use.</p>
	<p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
Paper-based Accommodated Form	<p>Students should qualify for the paper-based version of the assessment <i>for a reason other than the need to use the glossary.</i></p> <p>Available to students identified as NEP/LEP/FEP/Monitor Year 1 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><b>Ordering Required:</b> No</p>

### 9: Spanish Audio

Computer-based Assessment	<p>Available to students identified as NEP/LEP in English Language Proficiency program for three years or less.</p> <p>On-screen text is read aloud in Spanish by means of an embedded audio file (the on-screen text appears in English).</p>
	<p></p> <p>For the social studies assessments, the student may use a printed Spanish source book while accessing the assessments (see Spanish Source Book information below).</p> <p>Headphones must be worn by students using the Spanish Audio form. If students are unable to wear headphones, they must be assessed in a separate environment.</p> <p><b>Special Online Form Assignment Required:</b> Yes – Spanish Audio</p> <p><b>Ordering Required:</b> Science – No</p> <p style="text-align: right;">Social Studies – Yes – <b>an additional order needs to be placed for the Spanish source book.</b></p>

### 10: Spanish Source Book (Social Studies only)

Computer-based	Available to students identified as NEP/LEP in English Language Proficiency program for three
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<p>Assessment</p>	<p>years or less.</p> <p>Spanish source books, which provide Spanish translations of the sources used on the social studies assessment, are available for use by English learners who qualify for the Spanish audio form of the assessment <b>or</b> the Spanish oral script accommodation. These printed books are sealed by section to correspond with the respective sealed sections of the assessment. In the Spanish source books, the sources that are seen on students’ screens are printed in English on the left side of the page; the Spanish translation of the source appears on the right side of the page.</p> <p><b>Spanish Audio:</b> Students using the Spanish audio form of the online assessment may choose to listen to the source in Spanish using the <b>Play</b> button on their screens, or read the source in English or Spanish using this book.</p> <p><b>Online Spanish Oral Script:</b> Students receiving the Spanish oral script accommodation may follow along in their Spanish source book as the Test Administrator reads each source (the Test Administrator <b>does not</b> read from the student’s Spanish source book).</p> <p>The Administrator “SAY” directions will provide students with directions for using the Spanish source book.</p> <p>Test Administrators may not assist students with the Spanish source books.</p> <p><b>Special Online Form Assignment Required:</b> Yes - Spanish Audio <b>or</b> Oral Script</p> <p><b>Ordering Required:</b> Yes – If the Spanish source book is to be used together with the online Spanish Audio form, <b>an additional order must be placed</b> for the Spanish source book.</p> <p><b>or</b></p> <p>Yes – If the Spanish source book is to be used together with the Oral Script accommodation, an <i>Online Spanish Oral Script</i> kit will need to be ordered.</p> <p>If the <i>Online Spanish Oral Script</i> was indicated in PearsonAccess before March 6, 2015, the Spanish source book will be received with the district’s automatic initial shipment on March 30. If the <i>Online Spanish Oral Script</i> was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
<p>Paper-based Accommodated Form</p>	<p>Students should qualify for the paper-based version <i>for a reason other than the need to use the Spanish source book.</i></p> <p>Available to students identified as NEP/LEP in English Language Proficiency program for three years or less who are <i>unable to access the computer.</i></p> <p>Spanish source books, which provide Spanish translations of the sources used on the social studies assessment, are available for use by English learners who qualify for the Spanish oral script accommodation <b>and</b> the accommodated paper form. These printed books are sealed by section to correspond with the respective sealed sections of the assessment. The sources are printed in English on the left side of the page; the Spanish translation of the source appears on the right side of the page.</p> <p><b>Paper Spanish Oral Script:</b> Students receiving the Spanish oral script accommodation may follow along in their Spanish source book as the Test Administrator reads each source (the Test Administrator <b>does not</b> read from the student’s Spanish source book).</p>

	<p>The Administrator "SAY" directions will provide students with directions for using the Spanish source book.</p>
	<p>Test Administrators may not assist students with the Spanish source books.</p>
	<p><b>Ordering Required:</b> Yes – accommodated paper form and <i>Paper Spanish Oral Script</i> (Spanish source book is included in <i>Paper Spanish Oral Script</i> kit)</p> <p>If the paper-based accommodated form and <i>Paper Spanish Oral Script</i> were indicated in PearsonAccess before March 6, 2015, they will be received with the district's automatic initial shipment on March 30. If the paper-based accommodated form and <i>Paper Spanish Oral Script</i> were not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

## RESPONSE ACCOMMODATIONS

Table 3: Computer-based and Paper-based Response Accommodations

Accommodation		Computer-based		Paper-based	
		Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only	
Response	11:	Assistive Technology		IEP, 504 or EL Only	IEP/504 or EL Only
	11a:	Speech-to-Text		IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	11b:	Word Prediction		IEP, 504 or EL Only	IEP, 504 or EL Only
	11c:	Braille/Braille Note-taker			IEP with Visual Impairment Only
	11d:	Talking Calculator/Abacus/Tactile Math Manipulatives		IEP with Visual Impairment Only	IEP with Visual Impairment Only
	12:	Scribe - English <b>Spoken</b>		IEP, 504 or EL (NEP/LEP) Only	IEP, 504 or EL (NEP/LEP) Only
	12a:	Scribe – Spanish <b>Spoken</b>		EL Only (NEP/LEP)	EL Only (NEP/LEP)
	12b:	Scribe - Other Language <b>Spoken</b> (Language other than English or Spanish)		EL Only (NEP/LEP)	EL Only (NEP/LEP)*
	13:	Spanish - <b>Written</b>		EL Only (NEP/LEP)	EL Only (NEP/LEP)
	13a:	Other Language - <b>Written</b> (Transcription) (Language other than English or Spanish)		EL Only (NEP/LEP)	EL Only (NEP/LEP)

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

### 11: Assistive Technology

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

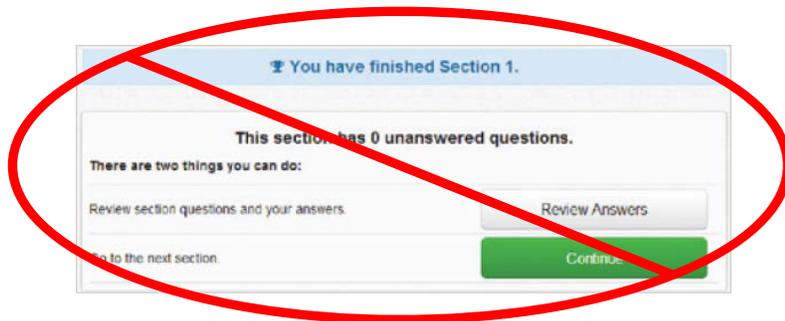
Extra time may not be given for “lost” work.

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

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

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

After completing the last question, the section exit screen will appear. Students should NOT select the green “Continue” button in Sections 1 or 2 or the green “Submit Final Answers” button in Section 3.



#### 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:

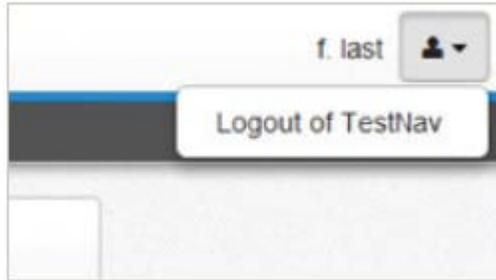
1. After completing the last question, the student will NOT exit the test.
2. The student may be excused from the testing environment.
3. Student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
4. Using TestNav’s review screen 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 by following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

#### Delayed Transcribing

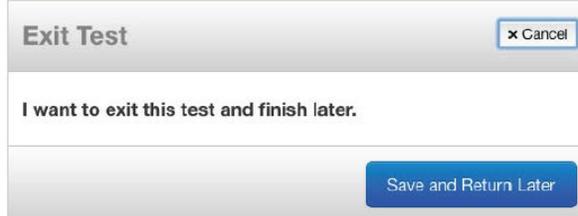
If transcribing is not going to immediately follow the student’s completion of the test section,

the below steps must be followed. (The Test Administrator may assist students who need help exiting their test.)

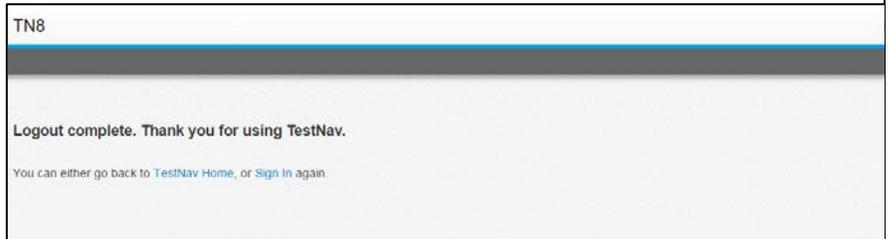
1. The student will exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the section exit screen (after completing all questions), they should notify the Test Administrator.
  - b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



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



- e. The logout confirmation screen will appear.



2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
3. The Test Administrator will "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.
  - a. Go to **Test Management > Manage Test Sessions**.
  - b. Select **Test Sessions** from the **View By** options set.
  - c. Select the session name to go to the **Session Details** screen.
  - d. Select the checkbox next to the student's name on the **Session Details** screen.
  - e. Select the **Resume Test** button. The **Status** column should display a purple "Resumed" to indicate that the student's test can be resumed.
  - f. On a testing device, enter the username and password from the Student Authorization Ticket.
  - g. Enter the seal code for the appropriate section of the test, if needed.
4. From the testing device, using the TestNav **Review** screen or arrow buttons, 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.

	<p>6. After transcription is complete, the Test Administrator will sign the student out of the test section by navigating to the section exit screen and selecting the green “Continue” button in Section 1 or 2. Once the next section’s seal code screen appears, the Test Administrator will follow the typical exit procedures. For Section 3, the Test Administrator will submit final answers by selecting the green “Submit Final Answers” button on the section exit screen and following Section 3 exit procedures.</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 Colorado Accommodations Manual, to verify that this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Accommodated Form with Assistive Technology</p>	<p>Available to students as documented on their IEP, 504 or EL plans, who are <i>unable to access the computer</i>.</p> <p>Students who use assistive technology to respond in the classroom and for assessments on a day-to-day basis, and who have the appropriate documentation on their formal educational plans, must use technology in lieu of a scribe for state assessments.</p> <p>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.</p> <p>Additional considerations for test security must be applied when students are using assistive technology, including speech-to-text and word prediction software.</p> <ul style="list-style-type: none"> <li>• Students must be seated in such a manner that they cannot see other students’ screens.</li> <li>• Students must not retrieve or access work from another student.</li> <li>• Students must not be able to access additional programs or the Internet while in the testing environment.</li> <li>• Student must not be able to access any previously saved data while in the testing environment.</li> <li>• Assistive technology devices with student answers on them are secure test materials and must be secured as such.</li> </ul> <p>Extra time may not be given for “lost” work.</p> <p>For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) should be supervised.</p> <p>For students using assistive technology and/or augmentative communication devices that do produce a printed product, student work must be printed and transcribed verbatim into the</p>

	<p>student’s test book. Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Transcribing Immediately Following the Student Completing the Test Section</p> <p>The following steps should be followed for transcribing following testing:</p> <ol style="list-style-type: none"> <li>1. The student may be excused from the testing environment.</li> <li>2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.</li> <li>3. The transcriber will copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.</li> <li>4. Transcriber will deliver materials back to the Test Administrator or SAC.</li> </ol> <p>Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D of the Colorado Accommodations Manual, to verify that this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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### 11a: Speech-to-Text

<p>Computer-based Assessment with Speech-to-Text</p>	<p>Available to students as documented on their IEP, 504 or EL plans.</p> <p>Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.</p> <p>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.</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 software.</p> <ul style="list-style-type: none"> <li>• Students must not retrieve or access work from another student.</li> <li>• Students must not be able to access additional programs or the Internet while in the testing environment.</li> <li>• Students must not be able to access any previously saved data while in the testing environment.</li> <li>• Assistive technology devices with student answers on them are secure test materials</li> </ul>
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and must be secured as such.

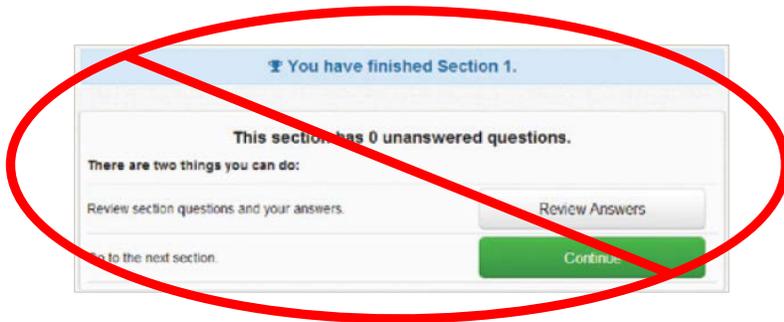
Extra time may not be given for “lost” work.

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

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

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

After completing the last question, the section exit screen will appear. Students should NOT select the green “Continue” button in Sections 1 or 2 or the green “Submit Final Answers” button in Section 3.



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

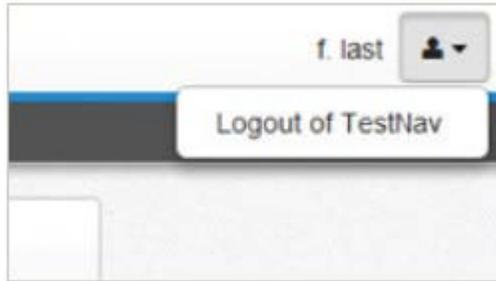
It is strongly suggested that transcribing occur as soon as the student finishes testing and prior to the student exiting the section. The following steps should be followed for transcribing immediately following testing:

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 by following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

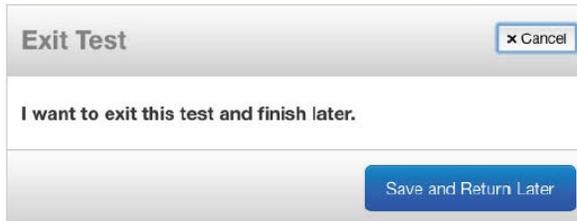
#### Delayed Transcribing

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

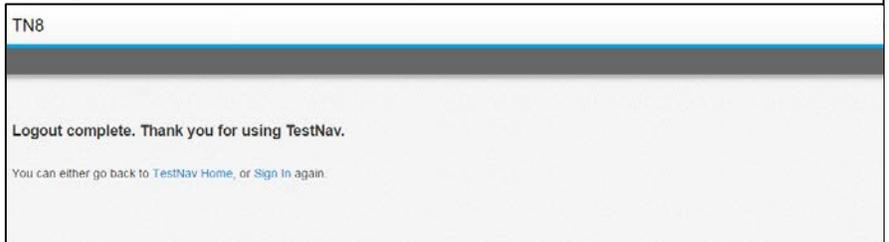
1. The student will exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the section exit screen (after completing all questions), they should notify the Test Administrator.
  - b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



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



- e. The logout confirmation screen will appear.



2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
3. The Test Administrator will "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.
  - a. Go to **Test Management > Manage Test Sessions**.
  - b. Select **Test Sessions** from the **View By** options set.
  - c. Select the session name to go to the **Session Details** screen.
  - d. Select the checkbox next to the student's name on the **Session Details** screen.
  - e. Select the **Resume Test** button. The **Status** column should display a purple "Resumed" to indicate that the student's test can be resumed.
  - f. On a testing device, enter the username and password from the Student Authorization Ticket.
  - g. Enter the seal code for the appropriate section of the test, if needed.
4. From the testing device, using the TestNav **Review** screen or arrow buttons, 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. After transcription is complete, the Test Administrator will sign the student out of the test section by navigating to the section exit screen and selecting the green "Continue" button in Section1 or 2. Once the next section's seal code screen appears, the Test

	<p>Administrator will follow the typical exit procedures. For Section 3, the Test Administrator will submit final answers by selecting the green “Submit Final Answers” button on the section exit screen and following Section 3 exit procedures.</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 Colorado Accommodations Manual, to verify that this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Accommodated Form with Speech-to-Text</p>	<p>Available to students as documented on their IEP, 504 or EL plans, who are <i>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"> <li>• Students must not retrieve or access work from another student.</li> <li>• Students must not be able to access additional programs or the Internet while in the testing environment.</li> <li>• Student must not be able to access any previously saved data while in the testing environment.</li> <li>• Assistive technology devices with student answers on them are secure test materials and must be secured as such.</li> </ul> <p>Extra time may not be given for “lost” work.</p> <p>For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) should be supervised.</p> <p>For students using assistive technology and/or augmentative communication devices that do produce a printed product, student work must be printed and transcribed verbatim into the student’s test book. Verbatim transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Transcribing Immediately Following the Student Completing the Test Section</p> <p>The following steps should be followed for transcribing following testing:</p>

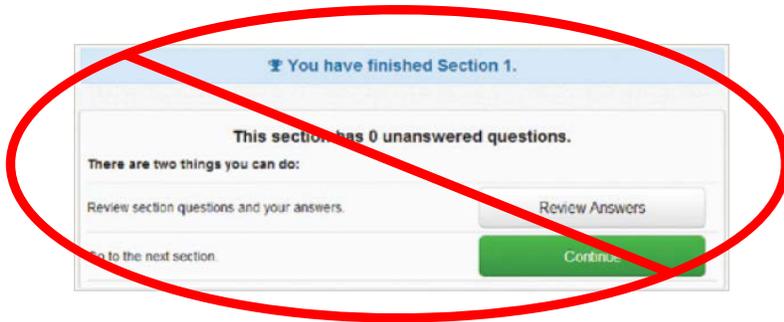
	<ol style="list-style-type: none"> <li>1. The student may be excused from the testing environment.</li> <li>2. Student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.</li> <li>3. The transcriber will copy the student’s marks or responses to constructed response items exactly as they were originally written, including all errors in grammar, mechanics, and spelling.</li> <li>4. Transcriber will deliver materials back to the Test Administrator or SAC.</li> </ol> <p>Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure that this is done in a secure manner. The DAC may adapt the Verification of Removal of Saved Data form, found in Appendix D of the Colorado Accommodations Manual, 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> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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**11b: Word Prediction**

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

After completing the last question, the section exit screen will appear. Students should NOT select the green "Continue" button in Sections 1 or 2 or the green "Submit Final Answers" button in Section 3.



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

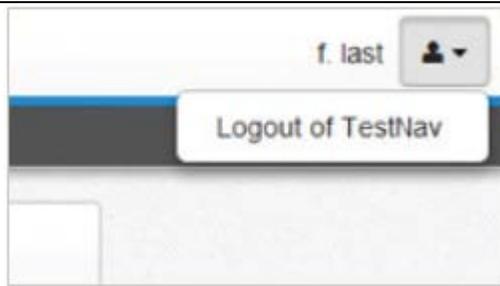
It is strongly suggested that transcribing occur as soon as the student finishes testing and prior to the student exiting the section. The following steps should be followed for transcribing immediately following testing:

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 by following typical exit procedures. For Section 3, school personnel should submit final answers following the appropriate exit procedures for that section.

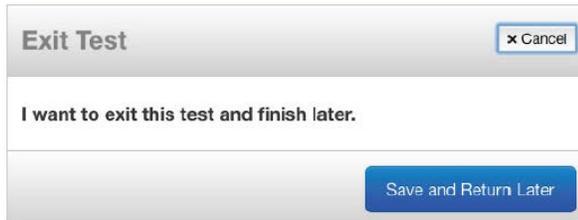
#### Delayed Transcribing

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

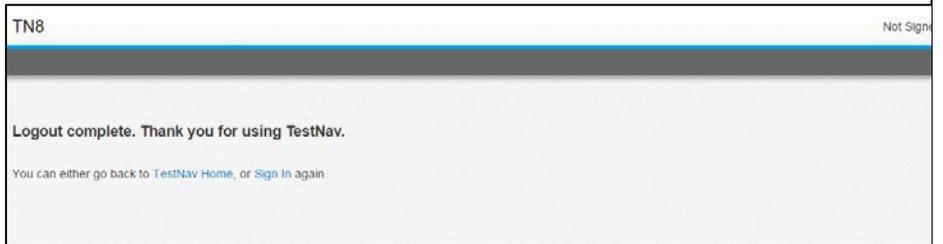
1. The student will exit the test section by completing the following steps:
  - a. Students must be told that when they get to the last question or when they arrive at the section exit screen (after completing all questions), they should notify the Test Administrator.
  - b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.



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



- e. The logout confirmation screen will appear.



2. If the second device allows printing, student work will be printed from the second device. All student responses must be cleared from the second device in a secure manner.
3. The Test Administrator will “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.
  - a. Go to **Test Management > Manage Test Sessions**.
  - b. Select **Test Sessions** from the **View By** options set.
  - c. Select the session name to go to the **Session Details** screen.
  - d. Select the checkbox next to the student’s name on the **Session Details** screen.
  - e. Select the **Resume Test** button. The **Status** column should display a purple “Resumed” to indicate that the student’s test can be resumed.
  - f. On a testing device, enter the username and password from the Student Authorization Ticket.
  - g. Enter the seal code for the appropriate section of the test, if needed.
4. From the testing device, using the TestNav **Review** screen or arrow buttons, 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. After transcription is complete, the Test Administrator will sign the student out of the test section by navigating to the section exit screen and selecting the green “Continue” button in Section1 or 2. Once the next section’s seal code screen appears, the Test Administrator will follow the typical exit procedures. For Section 3, the Test Administrator will submit final answers by selecting the green “Submit Final Answers” button on the section exit screen and following Section 3 exit procedures.

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>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.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p>
	<p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
<p>Paper-based Accommodated Form with Word Prediction</p>	<p>Available to students as documented on their IEP, 504 or EL plans, who are <i>unable to access the computer</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 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 this has been completed. This documentation must be available upon request by CDE.</p> <p>Printed pages containing the student’s answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p>Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

**11c: 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 braille source book (social studies only) and braille/braille note-taker.</p> <p>The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a braille or braille note-taker. The student's responses must be <b>transcribed</b> into the student's regular test book by a teacher who is proficient in reading braille to be submitted for scoring. <b>Verbatim</b> transcription should occur in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.</p> <p>Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, braille produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p><b>Ordering Required:</b> Yes – contracted or uncontracted braille form</p>

**11d: Talking Calculator/Abacus/Tactile Math Manipulatives**

Computer-based Assessment with Talking Calculator/Abacus/Tactile Math Manipulatives	<p>Available only to students with an IEP with a documented diagnosis of visual impairment.</p> <p>Students who use a talking calculator must be assessed in a separate testing environment. The calculator used during daily instruction should be available for student to use in place of the embedded calculator.</p> <p>The calculator should be available on all science sections of the assessment.</p> <p>All extra/adaptive papers used by the student during the assessment are secure materials and must be returned to the SAC for secure destruction.</p> <p>Math manipulatives may be needed for calculation on the assessment; however, at this time they are not anticipated to be needed.</p> <p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
Paper-based Accommodated Form with Talking Calculator/Abacus/Tactile Math Manipulatives	<p>Available only to students with an IEP with a documented diagnosis of blindness/visual impairment.</p> <p>The student will need to be assessed in a separate testing environment.</p> <p>The calculator should be available on all science sections of the assessment.</p> <p>An abacus is used for calculation on the paper-based test for students with a documented diagnosis of blindness including visual impairment. The Test Administrator will record the student's work on the abacus in the test book for constructed response items.</p>

	All extra/adaptive papers used by the student during the assessment are secure materials and must be returned to the SAC for secure destruction.
	Math manipulatives may be needed for calculation on the assessment; however, at this time they are not anticipated to be needed.
	<p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

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

	<ul style="list-style-type: none"> <li>• A student’s poor attention span.</li> </ul> <p>Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.</p> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p> <p>Scribes must be proficient in reading and writing in English. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p style="padding-left: 40px;">The scribe must write student responses verbatim into the constructed response field of the student’s test book. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p style="padding-left: 40px;">The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p style="padding-left: 40px;">The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p style="padding-left: 40px;">The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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12a: Scribe - Spanish Spoken	
Computer-based Assessment with Scribe – Spanish Spoken	<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 Scribe – Spanish Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s preference to speak rather than write/type.</li> <li>• A student’s poor attention span.</li> </ul>

	<p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p> <p><b>Student responses are recorded in Spanish. No onsite translation should occur.</b></p> <p>Scribes must be proficient in reading and writing in Spanish and must be proficient in keyboarding.</p> <p>The student tells the scribe exactly what to type directly into the student’s test on the computer, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p style="padding-left: 40px;">The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p style="padding-left: 40px;">The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Accommodated Form with Scribe – Spanish Spoken</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 <i>for a reason other than providing responses orally in Spanish.</i></p> <p>The Scribe – Spanish Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment.</p> <p>The scribe may administer the scribe accommodation to only one student at a time during a test section.</p>

	<p><b>Student responses are recorded in Spanish. No onsite translation should occur.</b></p> <p>Scribes must be proficient in reading and writing in Spanish. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p>The scribe must write student responses verbatim into the constructed response field of the student’s test book. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p>The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the testing session.</p> <p>The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p>The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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**12b: Scribe – Other Language Spoken (Language other than English or Spanish)**

<p>Computer-based Assessment with Scribe – Other Language Spoken (Language other than English or Spanish)</p>	<p>Available to students identified as NEP/LEP for 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 Scribe – Other Language Spoken accommodation <b>is not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment. This accommodation must be administered individually.</p> <p>The steps for administering this accommodation are:</p>
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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.

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

#### SCRIBING

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

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

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

For constructed response items:

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

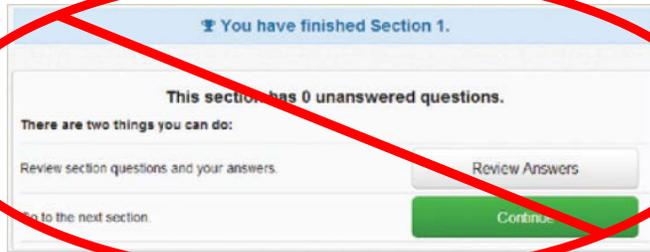
The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes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

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

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

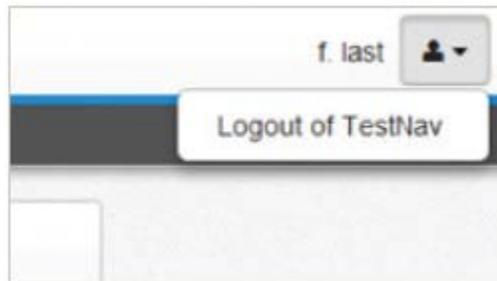
#### EXITING

After completing the last question, the section exit screen will appear. Students should NOT select the green "Continue" button in Sections 1 or 2 or the green "Submit Final Answers" button in Section 3.

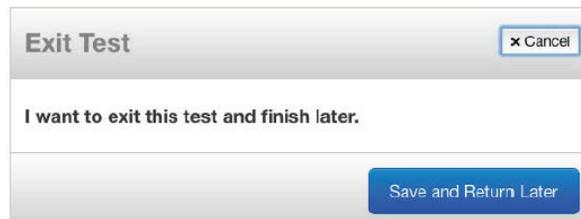


The student will exit the test section by completing the following steps:

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



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



5. The logout confirmation screen will appear.



#### 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"> <li>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. <ol style="list-style-type: none"> <li>a. Go to <b>Test Management &gt; Manage Test Sessions</b>.</li> <li>b. Select <b>Test Sessions</b> from the <b>View By</b> options set.</li> <li>c. Select the session name to go to the <b>Session Details</b> screen.</li> <li>d. Select the checkbox next to the student’s name on the <b>Session Details</b> screen.</li> <li>e. Select the <b>Resume Test</b> button. The <b>Status</b> column should display a purple “Resumed” to indicate that the student’s test can be resumed.</li> <li>f. On a testing device, enter the username and password from the Student Authorization Ticket.</li> <li>g. Enter the seal code for the appropriate section of the test, if needed.</li> </ol> </li> <li>2. From the testing device, using the TestNav <b>Review</b> screen or arrow buttons, the transcriber will navigate to each of the constructed response items.</li> <li>3. The transcriber must copy the transcription of the student’s marks or responses to constructed response items exactly as indicated.</li> <li>4. After transcription is complete, the Test Administrator will sign the student out of the test section by navigating to the section exit screen and selecting the green “Continue” button in Section1 or 2. Once the next section’s seal code screen appears, the Test Administrator will follow the typical exit procedures. For Section 3, the Test Administrator will submit final answers by selecting the green “Submit Final Answers” button on the section exit screen and following Section 3 exit procedures.</li> </ol> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during the scribing, translation, and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based Accommodated Form with Scribe – Other Language Spoken (Language other than English or Spanish)</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 Scribe – Other Language Spoken accommodation is <b>not</b> appropriate based solely on:</p> <ul style="list-style-type: none"> <li>• A student’s poor handwriting.</li> <li>• A student’s preference to speak rather than write.</li> <li>• A student’s poor attention span.</li> </ul> <p>The student must be assessed in a separate testing environment.</p> <p>This accommodation must be administered individually.</p> <p>The steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. Scribe responses on a separate piece of paper in the student’s language, and</li> <li>2. Translate and transcribe the student’s responses into English in the student’s test book.</li> </ol> <p><b>SCRIBING</b></p> <p>Student responses are recorded in the student’s language.</p>

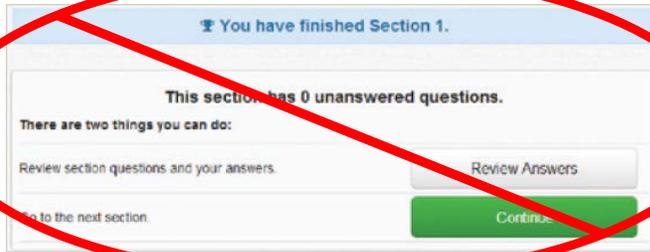
	<p>Scribes must be proficient in reading and writing in the student’s language. The scribe should be familiar with the content area in the student’s language. The scribe must write legibly.</p> <p>The student tells the scribe exactly what to write on a separate piece of paper, and, if needed, indicates answers to select on selected response items.</p> <p>For constructed response items:</p> <p style="padding-left: 40px;">The scribe must write student responses verbatim onto a separate piece of paper indicating each response by item number. The scribe may not prompt or question the student or correct a student’s responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.</p> <p style="padding-left: 40px;">The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.</p> <p style="padding-left: 40px;">The scribe may ask, “Are you finished?” or, “Is there anything you want to add or delete?” A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.</p> <p style="padding-left: 40px;">The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate, “No.”</p> <p><b>TRANSLATING and TRANSCRIBING</b></p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">The translator/transcriber will translate the student’s responses into English without embellishment into the student’s test book.</p> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during scribing, translation, and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>
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<b>13: Spanish - Written</b>	
Computer-based Assessment	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>Student answers on the computer in Spanish. Answers will be scored in Spanish.</p> <p><b>Special Online Form Assignment Required:</b> No</p> <p><b>Ordering Required:</b> No</p>
Paper-based 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 <i>for a reason other than the need for writing responses in Spanish.</i></p> <p>Students may write their answers in Spanish. Answers will be scored in Spanish.</p> <p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district’s automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

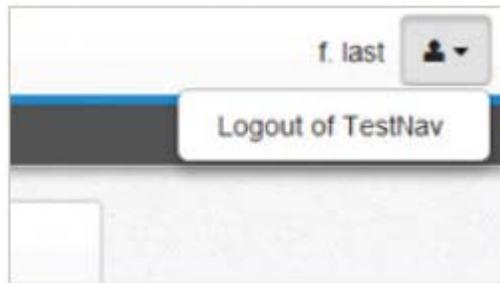
### 13a: Other Language - Written (Transcription)

Computer-based Assessment with Other Language – Written (Transcription)	<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 recommended steps for administering this accommodation are:</p> <ol style="list-style-type: none"> <li>1. The student writes responses to the constructed response questions on a separate piece of paper in the student’s language, indicating each response by item number. The student completes the selected response and technology- enhanced items on the computer. The Test Administrator collects the student’s responses at the end of the section.</li> <li>2. The student exits the test section following the directions below.</li> <li>3. Translate the student’s responses into English on a separate piece of paper*, and</li> <li>4. Transcribe the student’s responses into the student’s online test form.</li> </ol> <p>*If the person providing the translation is also the person who will do the entry into the student’s online form, steps 3 and 4 may be combined.</p> <p><b>EXITING</b></p> <p>After completing the last question, the section exit screen will appear. Students should NOT select the green “Continue” button in Sections 1 or 2 or the green “Submit Final Answers” button in Section 3.</p>
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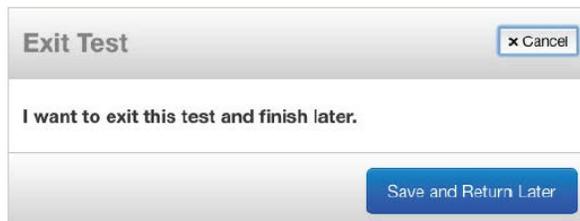


The student will exit the test section by completing the following steps:

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



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



5. The logout confirmation screen will appear.



#### 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.

	<p><b>TRANSCRIBING</b></p> <p>The transcriber should be proficient in keyboarding.</p> <ol style="list-style-type: none"> <li>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. <ol style="list-style-type: none"> <li>a. Go to <b>Test Management &gt; Manage Test Sessions</b>.</li> <li>b. Select <b>Test Sessions</b> from the <b>View By</b> options set.</li> <li>c. Select the session name to go to the <b>Session Details</b> screen.</li> <li>d. Select the checkbox next to the student’s name on the <b>Session Details</b> screen.</li> <li>e. Select the <b>Resume Test</b> button. The <b>Status</b> column should display a purple “Resumed” to indicate that the student’s test can be resumed.</li> <li>f. On a testing device, enter the username and password from the Student Authorization Ticket.</li> <li>g. Enter the seal code for the appropriate section of the test, if needed.</li> </ol> </li> <li>2. From the testing device, using the TestNav <b>Review</b> screen or arrow buttons, the transcriber will navigate to each of the constructed response items.</li> <li>3. The transcriber must copy the transcription of the student’s marks or responses to constructed response items exactly as indicated.</li> <li>4. After transcription is complete, the Test Administrator will sign the student out of the test section by navigating to the section exit screen and selecting the green “Continue” button in Section 1 or 2. Once the next section’s seal code screen appears, the Test Administrator will follow the typical exit procedures. For Section 3, the Test Administrator will submit final answers by selecting the green “Submit Final Answers” button on the section exit screen and following Section 3 exit procedures.</li> </ol> <p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during translation and transcription.</p> <p>Any pages containing the student’s original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p> <p><b>Special Online Form Assignment Required: No</b></p> <p><b>Ordering Required: No</b></p>
<p>Paper-based 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"> <li>1. The student writes responses to the constructed response questions on a separate piece of paper in the student’s language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student’s responses at the end of the section.</li> <li>2. Translate and transcribe the student’s responses into English in the student’s test booklet after the student has completed testing.</li> </ol> <p>The translator/transcriber translates the student’s responses into English without embellishment directly into the student’s test book.</p>

	<p>Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during translation and transcription.</p>
	<p>Any pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test section.</p>
	<p><b>Ordering Required:</b> Yes – appropriate paper accommodation</p> <p>If the paper-based accommodated form was indicated in PearsonAccess before March 6, 2015, it will be received with the district's automatic initial shipment on March 30. If the paper-based accommodated form was not indicated in PearsonAccess before March 6, an additional order must be placed.</p>

**TIMING ACCOMMODATIONS**

Table 4: Computer-based and Paper-based Timing Accommodations

Accommodation			Computer-based		Paper-based
			Relevant Accessibility Features Available to All Students	IEP, 504 or EL Only	IEP, 504 or EL Only
Timing	14:	Extended Time beyond Time-and-a-Half		IEP, 504 or EL Only (NEP/LEP/Monitor Year 1)	IEP, 504 or EL Only (NEP/LEP/Monitor Year 1)
	15:	Multiple breaks		IEP, 504 or EL Only	IEP, 504 or EL Only

**14: Extended time Beyond Time-and-a-Half**

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

## 15: Multiple Breaks

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

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”.

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.

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

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

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

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

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

## ADMINISTRATIVE CONSIDERATIONS

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

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

### 16: Read Aloud to Self

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

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

### 17: Noise Buffers

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

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

### 18: Small Group

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

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

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

### 19: Frequent Breaks that do not Stop the Testing Clock

Students have 80 minutes to complete testing. Breaks do not stop the testing clock.

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

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

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

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

## 20: Adaptive and Specialized Equipment or Furniture

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

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

## 21: Time of Day

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

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

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

## 22: Specified Seating

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

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

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

## APPENDIX A: Assigning Online Special Forms

Assign Online Special Forms: Text to Speech, Spanish Audio, Color Contrast, Oral Script, Text-to- Speech with Color Contrast, and Spanish Audio with Color Contrast

For students not requiring a special form, additional indications do not need to be made in PearsonAccess as the students will automatically be assigned to a test form. Unless indicated otherwise, all students are defaulted to the “Main” form of the assessment. All assessment tools are accessible to students on the “Main” form, but online accommodations (e.g. color contrast, Spanish audio) and the text-to-speech accessibility feature cannot be accessed.

For students requiring a special form, please follow the appropriate steps, depending on whether the student is not yet assigned to a test session, or if they have already been placed in a test session.

For students NOT assigned to test sessions:

1. Go to Test Management > Register Students.

The screenshot shows the 'Test Management Overview' page for 'CMAS: Science and Social Studies Spring 2014'. The navigation bar includes 'Home', 'Organizations', 'Student Data', 'Test Setup', 'Test Management', 'Online Score Entry', and 'Test Results'. The 'Test Management' tab is active, showing sub-links for 'Overview', 'Register Students', and 'Manage Test Sessions'. The 'Register Students' link is highlighted with a red box. Below the navigation, there are two task cards: 'Register Students' (highlighted with a red box) and 'Manage Test Sessions'. The 'Register Students' card lists tasks: 'Assign students to paper & online tests', 'Update student demographic data before testing', and 'View student counts by administration'. The 'Manage Test Sessions' card lists tasks: 'View online test sessions', 'Add registered students to a test session', and 'Proctor test sessions'.

2. Locate the student needing the special online form assignment by entering search criteria or by utilizing the “Show All Students” checkbox.

The screenshot shows the 'Register Students' search page for 'CMAS: Science and Social Studies Spring 2015'. The page includes a search bar with 'Hide Search' and 'Clear All Filters' buttons, and a '0 Students Selected' indicator. Below the search bar, there are several search criteria fields: 'Name starts with' (with a dropdown menu showing 'last name, first name'), 'SASID Number starts with', 'School starts with', and 'District School Code starts with'. Below these fields, there are radio buttons for 'Testing Grade is' with options 04, 05, 07, and 08. The 'Show All Students' checkbox is checked and highlighted with a red box. A 'Search' button is located at the bottom left of the search area.

3. Select the student's name.

<input checked="" type="checkbox"/>	Name	SASID Number	School
<input type="checkbox"/>	<a href="#">SAMPLE, AA</a>	T000893999	SAMPLE COLORADO DE

4. From the **Student Registration Record** screen, select the **Assigned Tests** tab.

[Home](#) > [Test Management](#) > [Register Students](#) > Registered Students

## Registered Students

[↑ Return to Register Students](#)

CMAS: Science and Social Studies Spring 2015 [Cha](#)

Registered Students Record   Assigned Groups   **Assigned Tests**

### Student Registration Record

**SAMPLE, AA**  
Gender: **F**   Date of Birth: **02/16/2005**  
SASID: **T000893999**

**Registered for this Test Administration at:**

**SAMPLE COLORADO DEPT OF EDUCATION (33331111)**

5. Select the name of the test.

Registered Students Record   Assigned Groups   **Assigned Tests**

### Assigned Tests

**SAMPLE, AA**  
Gender: **F**   Date of Birth: **02/16/2005**  
SASID: **T000893999**

0 En

|  |  | |  | Name | Group | Organization |
| --- | --- | --- | --- |
|  | [CMAS Grade 5 Science](#) | GRADE 5 | SAMPLE COLORADO D |

6. Select **Edit** on the **Student Test Details** screen.

Registered Students Record | Assigned Groups | **Assigned Tests**

**Student Test Details** Change History **Edit** Go back to Tests

**SAMPLE, AA**  
Gender: **F** Date of Birth: **02/16/2005**  
SASID: **T000893999**

**CMAS Grade 5 Science**

7. Indicate **CMAS Accommodations - Before Testing: Accommodated Online Form** and the appropriate accommodations or the text-to-speech accessibility feature.

Registered Students Record | Assigned Groups | **Assigned Tests**

**Student Test Details**

**SAMPLE, AA**  
Gender: **F** Date of Birth: **02/16/2005**  
SASID: **T000893999**

**CMAS Grade 5 Science**  
Completed: **No**  
Organization: **SAMPLE COLORADO DEPT OF EDUCATION (33331111)**  
Group Name: **GRADE 5**  
UIN:

▶ **Online Testing:**  
CMAS Accommodations - Before Testing: **Accommodated Online Form** ▼  
Oral Script (If needed): <select> ▼  
Form Assigned:

**CMAS Accommodations:**  
Text-to-Speech: **Yes** ▼  
Contrast Settings: <select> ▼  
Spanish Audio: **Yes** ▼  
Extended Time: **No** ▼  
Human Scribe: **No** ▼  
Low Vision Devices: **No** ▼  
Multiple Breaks: **No** ▼

8. Select **Save**.

Registered Students Record | Assigned Groups | **Assigned Tests**

**Student Test Details** Change History **Save** Cancel

**SAMPLE, AA** ▶ - Required  
 Gender: **F**    Date of Birth: **02/16/2005**  
 SASID: **T000893999**

**CMAS Grade 5 Science**  
 Completed: **No**  
 Organization: **SAMPLE COLORADO DEPT OF EDUCATION (33331111)**  
 Group Name: **GRADE 5**  
 UIN:

▶ Online Testing: **Yes**  
 CMAS Accommodations - Before Testing: **Accommodated Online Form** ▼  
 Oral Script (If needed): **<select>** ▼  
 Form Assigned:

**CMAS Accommodations:**  
 Text-to-Speech: **Yes** ▼

9. You will see the following confirmation screen:

 **Changes to the test were successfully saved**

---

**What would you like to do next?**

- [Return to Assigned Tests](#)
- [Go back to Student Registration](#)

10. When the student is assigned to a test session after accommodations and/or TTS have been indicated, the special online form name will appear in the **Form/Form Group Type** column on the **Session Details** screen.

View By:  Students in the Session

Clear All Filters    0 Selected Students    Results

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

<input type="checkbox"/>	<input checked="" type="checkbox"/> Student Name	<input checked="" type="checkbox"/> SASID	<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Status <span>Refresh</span>	Form/Form Group Type
<input type="checkbox"/>	<a href="#">SAMPLE_BB</a>	T000894001	GRADE 4	<b>Ready</b>	<b>Grade 4 Social Studies - Text to Speech</b> <a href="#">Override</a>

For students previously assigned to test sessions\*:

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 navigation tabs include Home, Organizations, Student Data, Test Setup, Test Management, Online Score Entry, and Test Results. Under 'Test Management', there are sub-tabs for Overview, Register Students, and Manage Test Sessions. The 'Manage Test Sessions' link is highlighted with a red box. Below the navigation, there are two task cards: 'Register Students' and 'Manage Test Sessions'. The 'Manage Test Sessions' card lists tasks: 'Add registered students to a test session' and 'Proctor test sessions'.

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

The screenshot shows the 'Manage Test Sessions' page for 'SAMPLE DISTRICT 1 (111X0000)'. The 'View By' is set to 'Test Sessions'. A table displays the following data:

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)	

The 'Sample Session' link in the first row is highlighted with a red box. The page shows 'Page 1' and 'Results: 1 - 1 of 1'.

3. In line with the student's name, select **Specify** or **Override** in the **Form/Form Group Type** column to assign a special form.

The screenshot shows the 'Session Details' page for 'Sample Session'. The 'View By' is set to 'Students in the Session'. A table displays the following data:

Student Name	Pearson Student Code	Group	Status	Form/Form Group Type	Username
SAMPLEAA_STUDENT	0000417111	DEFAULT GROUP	Ready	Main <a href="#">Specify</a>	8947678380
SAMPLEBB_STUDENT	0000417112	DEFAULT GROUP	Ready	Main <a href="#">Specify</a>	0086941379

A red arrow points to the 'Specify' link in the 'Form/Form Group Type' column for the first student. The page shows 'Results: 1 - 2 of 2'.

4. On the **Form Assignment** screen, select the appropriate special **Form Group Type** from the drop-down menu. The valid Special Form Group Types are:

- Color contrast (Color contrast only)
- Oral Script (Form for students receiving the oral presentation accommodation)
- Spanish Audio/Color Con (Spanish Audio combined with Color Contrast)
- Spanish Audio (Spanish Audio only)
- Text to Speech/Color Con (Text to Speech combined with Color Contrast)
- Text to Speech (Text to Speech only)

[Home](#) > [Test Management](#) > [Manage Test Sessions](#) > [Session Detail](#)

## Form Assignment

[↑ Return to Session Detail](#)

### Assign Form

**SAMPLE, BB**

SASID: T000894001

Test Code: A86C85

Test: **CMAS Grade 4 Social Studies**

District: **SAMPLE COLORADO DEPT OF EDUCATION (33**

School: **SAMPLE COLORADO DEPT OF EDUCATION (33**

▶ Form Group Type:

▶ Form:

▶ Reason:

- Color Contrast
- Main
- Oral Script
- Spanish Audio/Color Con
- Spanish Audio
- Text to Speech/Color Con
- Text to Speech

5. Select the default accommodated form from the **Form** drop-down menu. Examples of those screens are below.

Color Contrast:

▶ Form Group Type:

▶ Form:

▶ Reason:

Spanish Audio/Color Contrast:

▶ Form Group Type: Spanish Audio/Color Con ▼

▶ Form: Grade 4 Social Studies - Spanish Audio/Color Con ▼ ←

▶ Reason:

Spanish Audio:

▶ Form Group Type: Spanish Audio ▼

▶ Form: Grade 4 Social Studies - Spanish Audio ▼ ←

▶ Reason:

Text to Speech:

▶ Form Group Type: Text to Speech ▼

▶ Form: Grade 4 Social Studies - Text to Speech ▼ ←

▶ 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. Enter a **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.

**Assign Form** **Save** **Cancel**

▶ - Required

**SAMPLE, BB**  
 SASID: T000894001  
 Test Code: A86C85  
 Test: **CMAS Grade 4 Social Studies**  
 District: **SAMPLE COLORADO DEPT OF EDUCATION (33330000)**  
 School: **SAMPLE COLORADO DEPT OF EDUCATION (33331111)**

▶ Form Group Type:

▶ Form:

▶ Reason:  ←

7. Select **Save**.

8. Select **Yes – Assign This Form**.

**Assign Form**



Are you sure you wish to assign form **Grade 4 Social Studies - Color Contrast** to this student?

---

**Yes - Assign This Form**

**No - Cancel This Form**

9. You will see a confirmation screen:



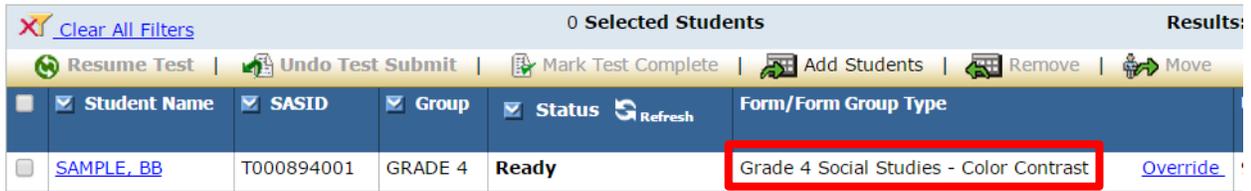
Form **Grade 4 Social Studies - Color Contrast** has been assigned to the student.

---

**What would you like to do next?**

- [Return to Session Details](#)

10. The updated special online form name will appear in the **Form/Form Group Type** column on the **Session Details** screen.

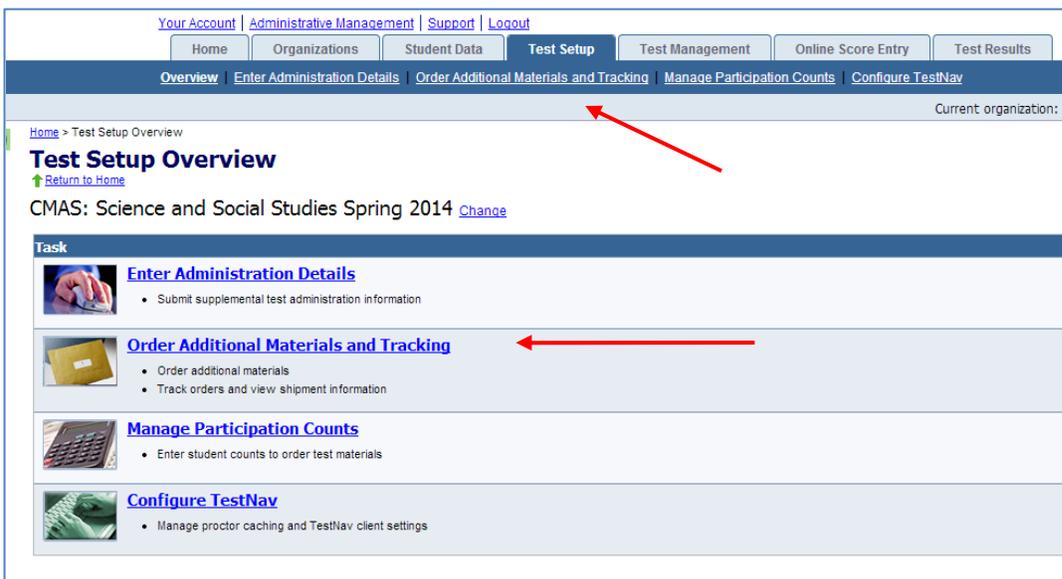


<input type="checkbox"/>	<input checked="" type="checkbox"/> Student Name	<input checked="" type="checkbox"/> SASID	<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Status <input type="button" value="Refresh"/>	Form/Form Group Type
<input type="checkbox"/>	<a href="#">SAMPLE_BB</a>	T000894001	GRADE 4	Ready	Grade 4 Social Studies - Color Contrast <a href="#">Override</a>

\*While following these steps will ensure that a student receives the correct special form of the assessment, accommodations may still need to be indicated on the Student Test Details screen. See *PearsonAccess User Guide* for additional guidance.

## APPENDIX B: Ordering Additional Materials

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**.

The screenshot shows the 'Shipping Details' form. It has two tabs: 'Items Ordered' and 'Shipping Details'. The 'Shipping Details' tab is active. The form contains the following fields: 'Ship to AV\_DISTRICT\_DEMO', 'Name:', 'Title:', 'Address:', 'Notification E-mail:', 'Phone:', 'Fax:', 'Date Needed:', 'Preferred Delivery Method:', 'Shipment Reason:', and '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.