6.1 Introduction

Administrative considerations, accessibility features, and accommodations are changes to assessment administration that provide individual students access to test. Administrative considerations and accessibility features are available to any student, as appropriate, while accommodations are only available to students with disabilities and students learning English who have a documented need on IEP, 504, or English learner (EL) plans.

Administrative considerations are available for any student who may benefit from a change in the *conditions of testing* as long as test security is not compromised and testing environment requirements are met. Accessibility features are available to all students to *increase the accessibility* of the assessments. The online test engine used to administer CMAS assessments, TestNav 8, includes tools and accessibility features that are available to all students. Comparable tools and accessibility features are also available to students taking assessments on paper.

Beyond the administrative considerations and accessibility features available to all students, assessment accommodations are available to students who have IEP, 504, or EL plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and an improved opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical.

Unique accommodations are available to a significantly limited number of students who have an IEP or 504 plan who meet specific criteria. There must be a direct connection between the student's disability and the ability to access the assessment, which is used to determine qualification for use of a unique accommodation. Requests to use unique accommodations are submitted to CDE by the DAC through the Unique Accommodation Request (UAR) process.

Districts must have a plan in place to ensure and monitor the appropriate use of administrative considerations, accessibility features, and accommodations. Any *modification* of the assessment fundamentally changes the assessment's intended measure and, therefore, is a misadministration resulting in an invalid score.

6.1.1 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 testing conditions. The following considerations are available to all students for both computer-based and paper-based testing:

- Adaptive and specialized equipment or furniture (e.g., slant board, yoga ball)
- Frequent breaks that do not stop the testing clock
- Noise buffers/headphones
- Separate or alternate location
- Small group testing
- Specified seating
- Time of day

Note: Administrative considerations are not recorded in PAnext.

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 and should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment (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.

Frequent Breaks that DO NOT Stop the Testing Clock

Students must complete each test unit within the specified unit testing time (by content area). Breaks do not stop the testing clock. During breaks, cover or close student testing device screens or paper-based materials. Students are not allowed to have anything that is prohibited during testing during their breaks.

Students are to remain in the testing environment for breaks during each testing unit. Students may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment is for the restroom. In these cases, plan for an escort to minimize the student's interactions with other students on a different testing schedule.

Assess students in an individual testing environment or in a group testing environment for students with similar break needs. Maintain the secure standardized testing environment, and break activity must not distract other students in the testing environment. Students may not interact with one another; only interactions with adults are allowed. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

Noise Buffers

Noise cancelling headphones, earplugs, or other noise buffers **not connected to any audio device** are allowed.

Note: Check noise buffer compatibility with auditory presentation modes (e.g., text-to-speech) prior to testing.

Separate or Alternate Location

Students may test in a separate or alternate location from peers as long as standardized test procedures are followed.

Small Group Testing

Assessment policy does not prescribe the maximum 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 eight students"). If the plan does not specify the maximum number of students in the small group, follow common practice used for that student during instruction and classroom/district assessment.

Specified Seating

Seating students in specified locations in the testing environment during assessment is allowed, as determined at the local level. For example, a student may benefit from being seated away from the door or windows to minimize distractions or away from a heating/cooling vent.

While seating is an administrative consideration, position students 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 Administrator, such as behind a bookshelf separating the student from the rest of the room.

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 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 close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test session.

If testing on a different timeline from the general student testing schedule is necessary, consult the DAC when developing the student's unique testing schedule to ensure all requirements for test security are met and minimize disruption to the student's instruction.

6.1.2 Accessibility Features

Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize these tools throughout the testing experience. Pre-selection of auditory presentation, including text-to-speech and PBT oral scripts; enlarged pointer; and color contrast accessibility features is required during the forms assignment or initial ordering process. For more information on form assignment and ordering PBT oral scripts, see the *Quick Reference Guide to Special Forms and Ordering* located in *Appendix B* of this manual.

While accessibility features like auditory presentation can be made available to all students, they may not be appropriate for all students. Students eligible for the CBT text-to-speech form or PBT oral script should use similar access strategies during instruction.

Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

The following tools are available to all students and meet the access needs of most students.

Table 1: Embedded or Locally Provided Tools

Tool	Description	Assessment	TestNav Location (CBT)	Paper-based Tools (PBT)
Answer Eliminator	Visually eliminate (with a red "X") one or more answers	All	Toolbar	Notecard provided by school
Calculator - 4 Function	Provides addition, subtraction, division, multiplication, and percentage functions	Grade 5 Science	Toolbar	Calculator provided by school
Calculator - 5 Function	Provides addition, subtraction, division, multiplication, percentage, and square root functions	Grade 6 Math Grade 7 Math	Toolbar	Calculator provided by school
Calculator - Scientific	Provides a range of functionality for general math, algebra, trigonometry, and statistics	Grade 8 Math Grade 8 Science High School Science	Toolbar	Calculator provided by school
Enlarged Pointer	Provides range of pointer sizes for increased visual accessibility	All	Toolbar	Not applicable
Line Reader Mask	Provides a mask for on screen text that allows the student to read line-by-line	Math and ELA only	User Menu	Ruler or notecard provided by school
Notepad	Take notes (replaces scratch paper)	ELA and Science	Toolbar	Scratch paper provided by school
Pointer (default)	Select answer choices, drag answer choices to their correct spots, select hot spots on an image, or deselect any other tool	All	Toolbar	Not applicable
Protractor	Measures angles in degrees	Grades 4 – 7 Math	Toolbar	Included, as appropriate, in test kit
Ruler - Centimeter (students may use the ruler tool as a line reader guide)	Measures lengths in 1 cm increments	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit
Ruler - Inch (students may use the ruler tool as a line reader guide)	Measures lengths in ¼" increments	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit
Spell Check	Checks the student's constructed responses	ELA only	Constructed	External spell check

	for spelling			Response Toolbar	device provided by school
Text Highlighter	Highlight words	All		Pointer	Highlighter provided by school
Zoom	Zoom in or out on the screen	All		PC: Keyboard Command (Ctrl and + or -)	Magnifier provided by school, as needed
				Mac: Keyboard Command (Command and + or -)	
				iPad or Touch screen: Pinch	
				Chromebook Keyboard command (Ctrl and + or –)	

Accessibility Features Pre-assigned through SR/PNP

The following computer-based testing (CBT) accessibility features are available to students through TestNav only if they are assigned in PAnext prior to testing:

- Color Contrast
- Enlarged Pointer
- Zoom
- Auditory Presentation: Text-to-Speech

Color Contrast

Color contrast is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, color contrast settings allow the student to select alternate colors for text and background. There are six contrast setting options from which a student may select a combination that best meets his or her needs. When the color contrast setting is pre-assigned in PAnext through the SR/PNP, the background and text are automatically adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

For paper-based testing, students may use **external color overlays** if they use similar tools to access content during instruction and classroom-based assessment to adjust print to page contrast. These overlays are full or partial pages of colored plastic. External overlays are provided by the school.

Note: For online testing, students may use external overlays combined with color contrast settings. Many items include color graphics that overlays may impact. It is expected that students using 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.

Students should have the opportunity to practice with the color contrast functionalities and/or overlays on the student practice resources prior to testing. Functionality is dependent upon specific item type and device configurations. The student can adjust color contrast settings through the User Menu in TestNav.

Special Accessibility Feature Assignment Required:
- Field = Test Format
  - o Expected Value = O = Online OR P = Paper
- Field = Color Contrast
  - o Expected Value = refer to information below*

*Indicate color overlay (expected value = 07) for students requiring color contrast for PBT or for students who use a color overlay *instead* of a contrast setting for CBT. If a student uses a color overlay together with a contrast setting for CBT, indicate the contrast setting PAnext *instead* of color overlay.

01 = black text on a cream background	02 = black text on a light blue background	03 = black text on a light magenta background
04 = white text on a black background	05 = yellow text on a dark blue background	06 = gray text on a green background

Enlarged Pointer

An enlarged pointer is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, this feature presets the student's test form to use an enlarged pointer within TestNav. There are six options from which a student can be assigned a pointer that best meets his or her needs (see below).

Students should have the opportunity to practice with the enlarged pointer prior to testing. This is done through adjusting the SR/PNP settings of a secure online student practice resource through the PearsonAccess[next] Training Site.

Special Accessibility Feature Assignment Required:
- Field = Test Format
    - Expected Value = O
- Field = Enlarged Pointer
    - Expected Value =
        - 01 = medium
        - 02 = large
        - 03 = extra-large
        - 04 = extra-large-black
        - 05 = extra-large-green
        - 06 = extra-large-yellow

Zoom

A zoomed-in (magnified view) screen is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, zoom settings allow the student to select the magnification level of the on-screen content. There are five preset zoom setting options from which a student may select magnification that best meets his or her needs. When the zoom setting is pre-assigned in PAnext through the SR/PNP, the on-screen content is automatically adjusted.

Students should have the opportunity to practice with the zoom feature on the app-based student practice resources prior to testing. The student can adjust zoom settings through the User Menu in TestNav.

Special Accessibility Feature Assignment Required:
- Field = Test Format
    - Expected Value = O
- Field = Zoom
    - Expected Value =
        - 110 = 110%
        - 120 = 120%
        - 150 = 150%
        - 175 = 175%
        - 200 = 200%

Auditory Presentation: Text-to-speech (TTS) for Math and Science

The following information applies to math and science assessments. Text-to-speech is the computer-based auditory presentation feature available to students who are unable to decode printed or tactile code. These students receive auditory presentation of text during instruction and classroom-based assessment. Through TTS, on-screen text is read aloud to the student by means of embedded text-to-speech software. **Note**: Contact CDE Assessment regarding ELA. Any modification of the assessment is a misadministration and will result in an invalid score.

Word-for-word highlighting accompanies the device's reading of the on-screen text. Just before a section of text is read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the device. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box. **Note**: Highlight colors may change if different color contrast settings are selected.

Students assigned to the TTS form determine how and when they interact with the feature. The student may utilize the TTS tool in two ways.

| 1. Select the "Play" button for all text to be read from the beginning of the item to the end, including sources.		2. The "Toggle Click-to-Hear" button allows the student to select the starting point for activating TTS.	

Students use the "Stop" button to stop the reading.

Students can adjust TTS reading speed during testing by selecting the Settings button. Select the plus or minus buttons to increase or decrease the speed of the audio.

Students may adjust TTS volume during testing by moving the Volume slider left or right to decrease or increase the volume; however, if the device volume is not "turned on" before signing in to TestNav, audio is not accessible.
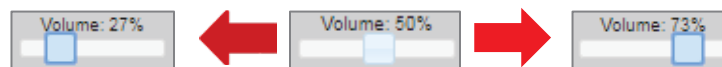
If tested in a group, students assigned to the TTS form must wear headphones. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is "turned on" before signing into TestNav by using the "Test Audio" function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. Students who are unable to use headphones may use speakers; however, this accessibility feature and consideration requires testing in a one-on-one environment.

During testing, TTS is only available to students who were pre-assigned the TTS form through the SR/PNP in PAnext during form assignment.

Students should have the opportunity to practice with TTS functionalities on the student practice resources prior to testing. Functionality is dependent upon specific item type. Students may only use TTS through TestNav. Device operating system accessibility features are not allowed during testing.

Special CBT Form Assignment Required:
- Field = Test Format
  - Expected Value = O = Online
- Field = Text-to-Speech
  - Expected Value = 02 = English Text-to-Speech for non-ELA subjects
  - Expected Value = 03 = Spanish Text-to-Speech for non-ELA subjects

Accessibility Features Pre-assigned and Pre-ordered through SR/PNP

Assignment of one paper-based testing (PBT) accessibility feature, Auditory Presentation: PBT Oral Script, is required in PAnext prior to the end of the initial materials order window on January 28, 2022.

Auditory Presentation: PBT Oral Script for Math and Science

The following information applies to math and science assessments. PBT oral script is the paper-based auditory presentation available to a student who is unable to decode printed or tactile code and receives auditory presentation of text during instruction and classroom-based assessment. Through an oral script, assessment text is read aloud to the student by a Test Administrator. **Note**: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

A trained Test Administrator uses the oral script to read the entire test orally to a student who is unable to decode printed or tactile code. Administration on a 1:1 basis (i.e., one Test Administrator to one student) is recommended. A student should have the option of asking a reader to slow down or repeat text. Test Administrators must read word-for-word from the physical oral script and may not read from the test book. Oral scripts are secure; return oral scripts to the vendor after testing.

Test Administrators must be able to read and pronounce all text correctly. Refer to the *1.2.5 Who May Administer the Assessments* in this manual for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation.

Note: While it is anticipated that most students requiring oral scripts are able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an oral script testing session may take additional time.

Special PBT Form Assignment Required:
- Field = Test Format
  - Expected Value = P = Paper
- Field = Auditory/Signed Presentation: Script (Reader/Signer)
  - Expected Value = 02 = Auditory/Signer Script

If the paper-based form and *Auditory/Signed Presentation: Script* are indicated in PAnext before January 28, 2022, the test book and oral script are received with the district's automatic initial shipment. If the paper-based form and *Auditory/Signed Presentation: Script* are not indicated in PAnext before January 28, an additional order is required.

If an additional order is required due to missed deadline:
- Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and language:
  - Test Book/Kit
  - PBT Auditory/Signed Presentation Script

Note: PBT and CBT auditory/signer scripts are not interchangeable. The PBT auditory/signer script does not match a computer-based test and the CBT auditory/signer script does not match a paper-based test.

Accessibility Features that <u>do not</u> Require Pre-assignment

Test Administrator-provided accessibility features are available to all students on CMAS assessments. These accessibility features may require testing students in a separate environment.

- General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)
- Read Aloud to Self
- Time and a Half for Science (included in unit time)

General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)

Upon request from a student, the Test Administrator clarifies general administration directions (SAY directions) only after reading the directions word-for-word from the *Test Administrator Manual*. A student may also raise their hand and request repetition of the directions. Clarifying or reading passages or test questions for students is not allowed.

Read Aloud to Self

A student may read the assessment aloud to him/herself. Devices, such as "whisper phones" are allowed.

This accessibility feature requires the student to test in a one-on-one environment separate from other students.

Time and a Half for Science

Accessibility feature available to all students for science built into each unit testing time. Students who have time and a half indicted on their IEP/504 plan receive the same amount of time to complete the science assessment as their peers.

Reminder: Time and a half is an accommodation available to students for math and ELA as documented on their IEP, 504, or EL plan. See *Timing Accommodations* and *English Learner (EL) Accommodations* in *6.1.3 Accommodations*.

Districts may choose to implement policies that allow students to exit the physical testing environment after they complete 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.

6.1.3 Accommodations

Accommodations provided to a student are based on individual need documented in the student's approved IEP or 504 plan. Students may only utilize accommodations for testing that are specifically listed in the IEP or 504 plan. Accommodations may not be provided based on a category of disability, level of instruction, environment, or other group characteristic. No accommodations may be provided to a student merely because he or she is a member of an instructional group. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. **The SAC and/or DAC must maintain a master list of all students and their accommodations to ensure appropriate CBT forms are assigned and PBT forms are ordered for students prior to testing.** In addition to accommodations for students with disabilities, English learner accommodations are available to students learning English as documented in EL plans. See additional information regarding English language learners later in this section.

Accommodations are available for students with disabilities and/or English learners for both the computer-based and paper-based forms of the assessments. The follow sections provide information regarding specific accommodations:
- Presentation Accommodations
- Response Accommodations
- Timing Accommodations
- English Learner Accommodations

In these sections, information is provided on the overall use of the accommodation; additional information is provided if directions vary between paper-based and computer-based accommodation delivery. Some accommodations require special form assignment and ordering physical materials.

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan test administration. It is imperative that test administration reflects identified needs documented in a student's formal educational plan, and that the student is only provided with accommodations comparable to those used regularly during instruction and on classroom and district assessments. Once accommodations are verified, the DAC and SAC must use this list to identify available resources (e.g., sign language interpreters, translators, and assistive technology equipment) and needed space for small group testing or individual administrations.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may impede the student's performance. **Note**: For CBT assessments, while the accommodation may not be identical to the accommodation used during instruction, it should be comparable (e.g., instructional auditory presentation through books on tape = auditory presentation through text-to-speech).

Test Administrators who manage "accommodated testing groups" must receive training on the appropriate way to administer that specific assessment accommodation. Training on all applicable accommodations is required for Test Administrators who administer the assessment to students with multiple accommodations.

Important: Colorado Revised Statutes, 22-7-1006.3 (1) states:

> *(d) If all or any portion of a state assessment requires a student to use a computer to take the assessment, at the request of a local education provide, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.*

> *(e) The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

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 or 504 plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a presentation accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and English learner plan).

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

Accommodation	Computer-based		Paper-based	
	Relevant Accessibility Features Available to All Students	IEP or 504	Relevant Accessibility Features Available to All Students	IEP or 504
Alternate Format (CBT or PBT) *	Standard paper-based test	Not applicable	Standard computer-based test	Not applicable
Assistive Technology	Adaptive keyboard, etc.	Ex: screen reader	External devices such as AAC device	Ex: doc camera
Auditory/Signed Presentation for Math and Science**	TTS	Auditory/Signer Script for Translation and Signing	Auditory Presentation (Oral) Script	Auditory/Signer Script for Translation and Signing
Braille	Not applicable	Assistive Technology form (Math and ELA only), Tactile Graphics	Not applicable	Braille test book with tactile graphics
Large Print (18-point font)	Zoom	Zoom	Not applicable	Large Print test materials
Low-Vision Devices (CCTV, etc.)	Zoom	Zoom, projector, magnifier, etc.	Not applicable	Projector, magnifier, etc.

*The paper-based form of the CMAS assessments is available to any student. If a school/district is using computer-based assessments for their general student population, the paper-based form is available as an accommodation. Conversely, the computer-based form of the CMAS assessments is available to any student. If a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation.
Contact CDE Assessment regarding ELA/CSLA. **Reminder: Any modification of the assessment is a misadministration and will result in an invalid score.

Alternate Format (CBT or PBT)	
Computer-based Assessment	The computer-based form of the CMAS assessments is available to any student; however, if a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation for students with disabilities and/or ELs. **Special CBT Form Assignment Required:** • Field = Test Format o Expected Value = O = Online
Paper-based Assessment	The paper-based form of the assessment is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or ELs such as students who: • Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer; • Need Auditory Presentation support beyond text-to-speech and thus require an oral script for PBT; or

| | • Have an IEP or 504 plan that requires assistive technology that is not compatible with CBT administration.

Special Form Assignment Required:
• Field = Test Format
    o Expected Value = O = Online OR P = Paper

If *PBT* is indicated for an individual student in PAnext before January 28, 2022, the test book is received with the district's automatic initial shipment. If *PBT* is not indicated in PAnext before January 28 for an individual student, an additional order is required.

If an additional order is required due to a missed deadline:
• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
• Place Additional Order through PAnext for correct grade level and content area:
    o Test Book/Kit |

Assistive Technology

	Students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans may use the technology for state assessments. Assistive technology includes but is not limited to computers and adaptive computer input/output devices. Hearing aids, FM systems, or glasses are not considered assistive technology for the purposes of state assessments.

Computer-based Assessment	Some students may require software that is not compatible with TestNav. 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.
	
	The Assistive Technology (AT) Form is only available for ELA and math, not science. The AT form is intended to interact with specific types of AT software, such as JAWS or adaptive keyboards. Not all constructed response editing tools are available for student use because of the interactions of the AT software. Please ensure that any student assigned to the AT form is using software specifically intended for access to computers. Do not assign the AT form to students utilizing programs that require a second device (e.g., speech-To-text, word prediction, etc.) or who use other types of assistive technology such as FM devices or hearing aids. Ensure that Bluetooth and internet connectivity on secondary devices are disabled during the time of assessment.
	
	For assistive technology that is compatible with TestNav, special form assignment is required.
	
	Special CBT Form Assignment Required for Math and ELA:
	• Field = Test Format
	    o Expected Value = O = Online
	• Field = Assistive Technology
	    o Expected Value = Y = Yes

Paper-based Assessment	No additional information.

Braille

| | Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments.

Only a teacher of the visually impaired (TVI) proficient in reading the braille code used by the student may administer this assessment. This accommodation is typically administered in an individual assessment environment. |

Note: While it is anticipated that most students are able to complete testing session within the standard testing time, due to the nature of the test administration and the need to for the student to respond in the manner the student uses instructionally, the testing session may take additional time.	

Computer-based Assessment	**Math and ELA ONLY:** A student who is blind or has a visual impairment takes the assessment using his/her preferred screen reader software (e.g., JAWS 15), pending a trial using the math and/or ELA Assistive Technology practice forms (securely delivered through the PAnext Training Site) with the student's assistive technology device or software.
	
	This online accommodated form reads information on the screen using screen reader software for ELA and math only. If the student is not using headphones, the student must test in a separate one-on-one setting.
	
	Note: A student who uses screen reader may also need tactile graphics. The science computer-based assessment is not compatible with screen reader software. It is recommended the Test Administrator/TVI order the Braille kit (see *Paper-based Assessment* information below).
	
	Special CBT Form Assignment Required for Math and ELA:
	• Field = Test Format
	    o Expected Value = O = Online
	• Field = Assistive Technology
	    o Expected Value = Y = Yes

Paper-based Assessment	Test Administrators/TVIs may have access to the *Teacher Notes* (included in the braille kit) 24 hours prior to the administration of the assessment to ensure all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct grade and content area materials were received by reviewing the test book cover only.
	
	Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the standard print test book included in the braille kit. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.
	
	The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The student's responses must be **transcribed** by a TVI into the standard print test book (included in the braille kit) to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See *6.1.6 Transcription Instructions*.
	
	Special PBT Form Assignment Required:
	• Field = Test Format
	    o Expected Value = P = Paper
	• Field = Visual Accommodations
	    o Expected Value = 01 = UEB/Unified English Braille with Nemeth
	    o Expected Value = 02 = UEB Technical (math and science only)
	
	If the braille form was indicated in PAnext before January 28, 2022, it is received with the district's automatic initial shipment. If the braille form was not indicated in PAnext before January 28, an additional order is required.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level, content area, and braille code:
	    o Braille Kit

Large Print (18-point font)	
Computer-based Assessment	**Accessibility Feature:** Zoom Students can enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students can return to standard size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students can enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling. Students should have the opportunity to practice with the zoom functionalities on the app-based CPRs prior to testing.

Paper-based Assessment	Large print paper-based forms are available for students as documented in their IEP or 504 plans.
	
	The large print test is packaged as a kit. The enlarged print test books are printed in full color on ivory paper. Test questions are printed in 18-point font; graphics are enlarged. The large print test books are spiral-bound, and the dimensions of the books are 14 inches by 18 inches.
	• In the science large print test kits only, a magnifier sheet is included and can be used to increase font size on the printed periodic table as not all text on this document meets the 18-point font minimum.
	• As needed, separate visual descriptions are included in the large print test kits. These picture descriptions describe images or graphics in the student's test book.
	
	Test Administrators must transcribe student answers into the standard print test book provided in the large print kit which is returned to the vendor for scoring. Student work and/or answers that are not transcribed are not scored. See *6.1.6 Transcription Instructions*.
	
	Note: Students should be familiar with the use of large print and large paper-based test books as part of their regular instruction and classroom testing environment.
	
	Special PBT Form Assignment Required:
	• Field = Test Format
	  o Expected Value = P = Paper
	• Field = Visual Accommodations
	  o Expected Value = 06 = Large Print
	
	If large print was indicated in PAnext before January 28, 2022, the kit is received with the district's automatic initial shipment. If the large print was not indicated in PAnext before January 28, an additional order is required.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level, content area, and language:
	  o Large Print Kit

Low-Vision Devices	
Computer-based Assessment	**Accessibility Feature:** Zoom Students can enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students can return to standard size by

	using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students can enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling. Students should have the opportunity to practice with the zoom functionalities on the CPRs prior to testing.
Paper-based Assessment	Students use their low vision device with a standard print or large print paper-based form. Student answers in test book. Transcription is only required if the student uses a large print test book.

Signed Presentation for Math and Science – Sign System/Language

The following information applies to math and science assessments. 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. **Note**: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

A trained Test Administrator may sign the entire test to a student who is unable to decode text. Administration on a 1:1 basis (i.e., one Test Administrator to one student) is recommended. A student should have the option of asking a signer to slow down or repeat text. Test Administrators must follow the physical script and may not read from a test book or device screen. Signer/oral scripts are secure; return scripts to the vendor after testing.

Interpreters interpret the *Auditory/Signer Script for Translation* in the sign language/system typically used with the student (ASL, PSE, or SEE) during instruction. The *Auditory/Signer Script for Translation* and any notes made to facilitate sign language system/interpretation are secure testing materials.

Interpreters may have supervised access to the script four 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 or provide an unfair advantage over any other student. Instructions for early access are found in *3.3.1 Training Plan* under *Accessibility Features and Accommodations Training*.

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.

Note: While it is anticipated that most students are able to complete testing session within the standard testing time even with this accommodation, due to the nature of auditory and signed presentation and the need to repeat questions and answers as requested, an auditory/signer script testing session may take additional time.

Computer-based Assessment	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 script. This allows the student to maintain contact with the interpreter and the print simultaneously.
	
	Special CBT Form Assignment Required:
	    • Field = Test Format
	        o Expected Value = O = Online
	    • Field = Auditory/Signed Presentation: Script (Reader/Signer)
	        o Expected Value = 01 = Signer/Lang Other than Eng/Spa
	
	Special Session Assignment Required:
	    • Proctor Reads Aloud = box checked

	• Form Group Type = Auditory/Signed Presentation

If the appropriate information is indicated in PAnext before January 28, 2022, the materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 28, an additional order is required.

If an additional order is required due to a missed deadline:
• Indicate information under "Special CBT Form Assignment Required" on PNP for student's test
• Place Additional Order through PAnext for correct grade level and content area:
  o CBT Auditory/Signer Script for Translation

Note: PBT and CBT auditory/signer scripts are not interchangeable. The PBT auditory/signer script does not match a computer-based test and the CBT auditory/signer script does not match a paper-based test. |
| Paper-based Assessment | **Special PBT Form Assignment Required:**
• Field = Test Format
  o Expected Value = P = Paper
• Field = Auditory/Signed Presentation: Script (Reader/Signer)
  o Expected Value = 01 = Signer/Lang Other than Eng/Spa

If the appropriate information is indicated in PAnext before January 28, 2022, the materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 28, an additional is required.

If an additional order is required due to a missed deadline:
• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
• Place Additional Order through PAnext for correct grade level and content area:
  o Test Book/Kit
  o PBT Auditory/Signer Script for Translation

Note: PBT and CBT auditory/signer scripts are not interchangeable. The PBT auditory/signer script does not match a computer-based test and the CBT auditory/signer script does not match a paper-based test. |

Tactile Graphics	
Computer-based Assessment	Tactile graphics are images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information.

Special CBT Assignment Required:
• Field = Test Format
  o Expected Value = O = Online
• Field = Assistive Technology (ELA and math only)
  o Expected Value = Y = Yes
• Field = Visual Accommodations
  o Expected Value = 04 = UEB with Nemeth
  o Expected Value = 05 = Tactile Graphics - UEB Technical (math only)

If Tactile Graphics was indicated in PAnext before January 28, 2022, the appropriate materials are received with the district's automatic initial shipment *only if there are items on the assessment that require use of tactile graphics*. If Tactile Graphics was not indicated in PAnext before January 28, the DAC may need to place an additional order for the appropriate materials depending on the necessity of tactile graphics for that grade level and content area. CDE will communicate additional information to DACs regarding materials. |

	If an additional order is required due to a missed deadline:
	• Indicate information under "Special CBT Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level, content area, and braille code:
	o Tactile Graphics
Paper-based Assessment	Refer to information about the Braille form.

Visual Descriptions

Computer-based Assessment	Visual descriptions describe images or graphics in the student's test.
	
	Special CBT Assignment Required:
	• Field = Test Format
	    o Expected Value = O = Online
	• Field = Visual Accommodations
	    o Expected Value = 03 = Visual Descriptions
	
	If Visual Descriptions was indicated in PAnext before January 28, 2022, the appropriate materials are received with the district's automatic initial shipment *only if there are items on the assessment that require use of visual descriptions*. If Visual Descriptions was not indicated in PAnext before January 28, the DAC may need to place an additional order for the appropriate materials depending on the necessity of visual descriptions for that grade level and content area. CDE will communicate additional information to DACs regarding materials.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special CBT Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    o Visual Descriptions

Paper-based Assessment	Refer to information about large print forms.

Response Accommodations

Response accommodations are changes to the way the student responds to the assessment. These must be documented in an IEP or 504 plan. These accommodations do not change the construct of the assessment. Response accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a response accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and English learner plan).

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

Accommodation		Computer-based	Paper-based
Response	Assistive Technology	IEP or 504	IEP or 504
	Brailler/Braille Note-taker	Not Applicable	IEP with Visual Impairment Only
	Scribe	IEP or 504	IEP or 504
	Speech-to-Text	IEP or 504	IEP or 504
	Talking Calculator/Abacus/Tactile Math Manipulatives	IEP with Visual Impairment Only	IEP with Visual Impairment Only
	Word Prediction	IEP or 504	IEP or 504

Assistive Technology (AT)

Available to students, as documented on their IEP or 504 plans, who use AT to respond in the classroom on a day-to-day basis and for assessments. These students must use technology in lieu of a scribe for state assessments. AT includes but is not limited to computers, keyboards, communication devices (i.e., AAC devices, switch), and adaptive computer input/output devices.

Extra time is not provided for "lost" work.

Additional considerations for test security apply when students use AT, including speech-to-text and word prediction.
- Students must not retrieve or access work from another student.
- Students must not access additional programs/applications, devices, or the Internet while testing.
- Student must not access any previously saved data while in the testing environment.
- AT devices storing student answers are secure test materials. Students may not have access to AT devices until all secure materials are removed from the device. Secure devices that contain secure materials with other secure testing materials.

Verbatim transcription must occur in the presence of a second trained staff member who verifies the transcription. Student work and/or answers are not scored if they are not transcribed. See *6.1.6 Transcription Instructions*. For students who use AT and/or augmentative communication devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the AT device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G*, to verify completion of this activity. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

Note: Ensure all Bluetooth and internet connectivity of secondary devices are disabled during testing.

Computer-based Assessment	Some students may require software that is not compatible with TestNav. 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 or Bluetooth connectivity.
	
	For AT that is compatible with TestNav, special form assignment is required.
	Special CBT Form Assignment Required for Math and ELA:
	    • Field = Test Format
	        ○ Expected Value = O = Online
	    • Field = Assistive Technology
	        ○ Expected Value = Y = Yes*
	
	*The AT form and TTS form are not compatible. If the TTS form is assigned for presentation, and assistive technology is needed for response, the student should access AT on a second device (documented in PNP through only "Response Accommodation" fields, not the "Assistive Technology" field). Local transcription is required (refer to *6.1.6 Transcription Instructions*).

Paper-based Assessment	No additional information.

Brailler/Braille Note-taker

Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments (TVI). Only a TVI proficient in reading the braille code used by the student can provide this accommodation.

Administration must take place in an individual testing environment with adequate space for all materials, including the braille test book and brailler/braille note-taker.

Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, brailler 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 <u>used</u> scratch paper from the test unit.

PNP Indicators: Not applicable

Computer-based Assessment	Not applicable.
Paper-based Assessment	The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The TVI completes **verbatim transcription** of the student's responses into the standard print test book (included in the braille kit) in the presence of a second school adult. Student work and/or answers that are not transcribed are not scored.

Scribe for Math and Science

The following information applies to math and science assessments. For ELA, including CSLA, refer to *6.1.4 Unique Accommodations* as the scribe accommodation requires an approved UAR for ELA/CSLA.

The scribe accommodation for math and science is available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation, teams are instructed to consider whether the student has either:
- A physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
- 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.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:

- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- 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; **and**
- The student's inability to express in written form is documented in an IEP or 504 plan.

Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have appropriate documentation on their IEP or 504 plans must use technology in lieu of a scribe for state tests.

The student must be assessed in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item. The scribe may take notes on scratch paper as dictated by the student. All scratch paper and notes will be turned into the SAC.

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. Re-read the response 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. Changes are only allowed during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" 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."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present in the testing environment. Scribes must read and write proficiently in the student's spoken or communicative language (English, Spanish, or AAC device).

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 02 = Scribe

Computer-based Assessment	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must keyboard proficiently. The student tells the scribe exactly what to type directly into the student's test, and, if needed, indicates answers to select on selected response items.
Paper-based Assessment	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes 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.

Speech-to-Text	

Available to students as documented on their IEP or 504 plans. Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual, one-on-one, testing environment.

Additional considerations for test security must be applied when students are using speech-to-text (STT) software.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Student must not be able to access any previously saved data while in the testing environment.

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

Assistive technology devices with student answers on them are secure test materials and must be secured as such. For students using assistive technology and/or augmentative communication devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored.

STT programs that have a kiosk mode that lock out all other applications/programs while testing should be used. STT programs that can still access the internet while in kiosk mode are not approved for use by individual students during testing. Contact the DAC for the list of district-approved STT programs that ensure student privacy and restrict internet access while in kiosk mode. The DAC should contact CDE for guidance on how to set up testing for these students.

Only authorized personnel may have access to the test, test materials, and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following the transcription or printing for transcription purposes. Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from those devices. Secure devices that contain secure materials with other secure testing materials. It is the DAC's responsibility to ensure that the District Use of Speech-to-Text forms and District level Privacy Policies are submitted to and approved by CDE. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify that this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 01 = Speech-to-Text

| Computer-based Assessment | Since the student is speaking, individual, one-on-one, administration is required. 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 is typically used to answer constructed response items.

The Speech-to-Text accommodation **is not** appropriate based solely on:
- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing. |
|---|---|

	Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored. **Note**: For assistive technology that is compatible with TestNav, refer to *Assistive Technology* for special CBT form assignment information for math and ELA.
Paper-based Assessment	Since the student is speaking, individual administration is required.

Talking Calculator/Abacus/Tactile Math Manipulatives

Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Assess students who use a talking calculator in a separate testing environment. The student uses the calculator or abacus used during daily instruction on all units of the science assessment and the calculator sections/units of the math assessment.

PNP Indicators: Not applicable

Computer-based Assessment	Talking calculator or abacus used in place of the embedded calculator in TestNav.
Paper-based Assessment	Students with a documented diagnosis of blindness including visual impairment may use an abacus or talking calculator for calculation on the paper-based test. The student's work on the abacus (or brailler) is recorded in the test book by the Test Administrator for constructed response items. All extra/adaptive papers used by the student during the assessment are secure materials. Return extra/adaptive papers to the SAC for secure destruction.

Word Prediction

Available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology devices. All constraints indicated with assistive technology apply. Software must work independent of the Internet. Word prediction software is used to answer constructed response items.

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.

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 test in a separate, one-on-one environment.

Verbatim transcription in the presence of a second school adult is required for this accommodation. Follow the guidelines in *6.1.6 Transcription Instructions*. Student work and/or answers that are not transcribed are not scored.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with used scratch paper. Students may not have access to assistive technology devices that contain secure materials until they are removed from the device. Secure devices that contain secure materials with other secure testing materials.

PNP Indicators:
- Field = Word Prediction
  - o   Expected Value = Y = Yes

Computer-based Assessment	For CBT, students need a second device in the testing environment to provide access to word prediction software not compatible with TestNav. The second device may **not** have Internet access.

	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 completes the assessment independently. If the student is generating their entire response on a second device with the word prediction software, print student work and the Test Administrator transcribes the responses into TestNav before the student begins the next test unit. Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored. **Note**: For assistive technology that is compatible with TestNav, refer to *Assistive Technology* for special CBT form assignment information for math and ELA.
Paper-based Assessment	No additional information.

Timing Accommodations

Adjustments to the unit testing time may be made for students with a documented need for the accommodation in their IEP or 504 plans. **Note**: To assign a timing accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and English learner plan).

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

	Accommodation	Computer-based	Paper-based
Timing	Time and a Half for Math and ELA/CSLA	Math/ELA	Math/ELA/CSLA
	Double Time	Math/ELA/Science	Math/ELA/Science
	Stop-the-Clock Breaks	Math/ELA/Science	Math/ELA/Science

Time and a Half for Math and ELA including CSLA

Accommodation available to students for math and ELA, including CSLA, as documented on their IEP or 504 plan. (**Reminder:** For science, time and a half is an accessibility feature available to all students and is embedded into each unit testing time. See *Accessibility Features that do not Require Pre-assignment* in *6.1.2 Accessibility Features* for information.)

For math and ELA, scheduling time and a half extended time sessions should follow the same testing order and be as similar to the general test schedule as possible.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to work on or complete that unit at a later time. Any breaks while the student is testing a unit must be supervised and students may not have access to any materials restricted during testing. Breaks do not stop testing time and may not be extended breaks (15 minutes or more). While on break, students may not interact with other students.

Districts may choose to implement policies that allow students to exit the physical testing environment after they completed the assessments. However, it is critical that students leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Extended Time
  - Expected Value = IEP504 or Both

Double Time

Accommodation available to students as documented on their IEP or 504 plan. Scheduling of extended time sessions should follow the same testing order and be as similar to the general test schedule as possible. Each Assessment Division must be completed within the school day in which it was started.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to work on or complete that unit at a later time. Any breaks while the student is testing a unit must be supervised and students may not have access to any restricted materials during testing. Breaks do not stop the clock during testing time and may not be extended breaks (15 minutes or more). While on break, students may not interact with other students.

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 leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Extended Time
    - Expected Value = IEP504 or Both

Stop-the-Clock Breaks

Available to students as documented on their IEP or 504 plan. Students requiring stop-the-clock breaks typically experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, visit nurse).

Medical Notes:
- 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.
- For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures.
- 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 stop-the-clock breaks, students must complete each unit within the unit testing time. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate unit testing time.

Breaks are not overnight. Once a unit has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each unit. 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 must be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in individual or group testing environments 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. Students should not interact with one another. 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.

PNP Indicators: Not applicable

Computer-based Assessment	During breaks, cover or turn off student computer screens.
Paper-based Assessment	During breaks, cover or close student test materials.

English Learner (EL) Accommodations

Accommodations for students learning English change the way the assessment is presented to a student, how the student responds to assessment questions, or timing of the assessment. Accommodations are based on documented needs as indicated in EL plans. EL accommodations are only available to students identified as Non-English Proficient (NEP) or Limited English Proficient (LEP). EL accommodations do not change the construct of the assessment. EL accommodations are available for both computer-based and paper-based assessments. **Note**: To assign an EL accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "EL" or "Both" (indicating the student has both an IEP/504 and English learner plan).

Additional Notes:
- EL plan designs vary by district and school. EL plans may be at the district, school, or student level.
- The requirement for participation in an English language development program for five years or less does not include pre-school or kindergarten.
- **Auditory Presentation – English** for math and science is available to all students as an accessibility feature through text-to-speech for computer-based testing and oral scripts for paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Auditory Presentation – Spanish** for math and science is available as an accessibility feature to EL students using Spanish forms of the assessments. This accessibility feature is provided through text-to-speech for computer-based testing and oral scripts for paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Large Print – Spanish** is an accommodation available to EL students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Presentation Accommodations*).
- **Scribe – Spanish** for math and science is an accommodation available to EL students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*). Scribe for CSLA constructed response is available for some EL students who also have a disability as documented on an IEP or 504 plan and requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Speech-to-text – Spanish** is an accommodation available to some EL students using Spanish forms of the assessment who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*).

Table 5: EL Accommodations

	EL Accommodation	Content Area(s)	Notes

Presentation	Auditory Presentation – Translated	Math
		Science
			• Oral scripts are translated locally. Translation is only allowed for languages other than English or Spanish.
			• Materials:
			  o CBT - Auditory Presentation: Oral Script for Translation CBT
			  o PBT - Auditory Presentation: Oral Script for Translation PBT

	Spanish Form	CSLA in place of ELA
		Math
		Science
			• CSLA is paper-based.
			• Math and science materials:
			  o CBT – Spanish or Spanish with Text-to-Speech
			  o PBT - Spanish Paper Test

	Translated General Administration (SAY) Directions	All	• Only the general administration (SAY) directions that appear in the TAM may be translated. • Spanish SAY directions – http://coassessments.com > Manuals • Languages other than English or Spanish - local translation required
	Word-to-Word Dictionary	All	• Provided locally - may not contain definitions
Response	Response in Language other than English or Spanish**	Math Science	• Student written response - requires local translation and transcription • Student spoken response (scribe) - must have IEP/504 and EL plan - requires local scribing, translation, and transcription
	Scribe - English	ELA* Math Science	• As English is not the native language, the scribe accommodation may be appropriate based on EL plan documentation. • For ELA, constructed response scribing requires a CDE-approved UAR based on IEP/504 (refer to *6.1.4 Unique Accommodations*).
	Speech-to-Text - English	ELA Math Science	• As English is not the native language, the speech-to-text accommodation may be appropriate based on EL plan documentation.
	Spanish Response	CSLA in place of ELA Math Science	• Student written response - CSLA form - Spanish response required • Student written response - English forms (excluding ELA) - do not translate and transcribe Spanish responses • Student spoken response (scribe) - must have IEP/504 and EL plan*
	Word Prediction	ELA Math Science	• Provided locally - Students use commercially published word prediction software on assistive technology devices to answer constructed response items. (May not connect to the Internet.)
Timing	Time and a Half for Math/ELA	Math ELA or CSLA	• Spanish forms - must have IEP/504 • English forms - EL plan qualifies student for accommodation • Time and a half is built into science testing time as an accessibility feature available to all students.
	Double Time	Math ELA or CSLA Science	• Spanish forms - must have IEP/504 • English forms - EL plan qualifies student for accommodation

*For ELA/CSLA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

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

Auditory Presentation for Math and Science – Translated

The following information applies to math and science assessments. Available to students with a home language other than English or Spanish in an English language development program for five years or less. Students should have received content-based instruction (math or science) in their native language within nine months of CMAS testing.

The Test Administrator (TA) uses the locally translated script to read the entire test to a student who is unable to **decode** text. TAs should be provided on an individual basis so each student has the option to ask the reader to slow down or repeat text. TAs must read word-for-word from the oral script and may not read from the test book. TAs must be able to read and pronounce the student's native language correctly. Translators may have supervised access to the oral script four days prior to administration to ensure familiarity with content terminology and this accommodation's appropriate practices. Translators must use translation techniques and tools that do not compromise assessment security. Instructions for early access are found in *3.3.1 Training Plan*. The *Oral Script for Translation* and translated scripts are secure and must be returned to the vendor after testing.

Note: While it is anticipated that most students requiring oral scripts will be able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an oral script testing session may take additional time.

Special Form Assignment Required:
- Field = Test Format
  - Expected Value = O = Online *or* P = Paper
- Field = Auditory/Signed Presentation: Script (Reader/Signer)
  - Expected Value = 01 = Signer/Lang Other than Eng/Spa

If the appropriate information is indicated in PAnext before January 28, 2022, the appropriate materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 28, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and testing mode:
  - Online
    - CBT Auditory/Signer Script for Translation
  - Paper
    - Test Book/Kit
    - PBT Auditory/Signer Script for Translation

Computer-based Assessment	**Special Session Assignment Required:** • Proctor Reads Aloud = box checked • Form Group Type = Auditory/Signed Presentation
Paper-based Assessment	No additional information.

Spanish Form

Math and science assessments are available in Spanish. The Colorado Spanish Language Arts (CSLA)* is a paper-based accommodated version of the ELA assessment available to qualifying students in grades 3 and 4 (eligible students must have received Spanish language arts instruction in the last nine months).

Districts must determine if the Spanish math, science, or CSLA form is the best choice for the student or if an English CMAS form with EL accommodations or translated CoAlt assessment will better help the student access assessment content. District assessment leadership should collaborate with EL staff to evaluate appropriateness and eligibility of students to take the Spanish version of an assessment.

Available to students in an English language development program for five years or less. Refer to the *Decision Making Flowchart* posted at http://www.cde.state.co.us/assessment/cmas_spaassessflowchart.

*Because CSLA is an accommodation itself, other EL accommodations are not allowed. Students taking CSLA should not have an ELA registration in PAnext but should have a math assignment in 4th grade (EL accommodations are available for math).

Special Form Assignment Required:
- Field = Test Code
  - Expected Values
    - Math
      - MAT03 = Grade 3 Math
      - MAT04 = Grade 4 Math
      - MAT05 = Grade 5 Math
      - MAT06 = Grade 6 Math
      - MAT07 = Grade 7 Math
      - MAT08 = Grade 8 Math
    - Science
      - SC05S = Grade 5 Science
      - SC08S = Grade 8 Science
      - SCHSS = High School Science
    - CSLA (paper-based only)
      - SLA03 = Grade 3 CSLA
      - SLA04 = Grade 4 CSLA

Computer-based Assessment	**Spanish Transadapted form:** Test content presented in Spanish.
	
	Special CBT Form Assignment Required:
	• Information indicated above AND
	• Field = Test Format
	    ○ Expected Value = O = Online
	• Spanish form (no TTS)
	    ○ Field = Spanish Transadaptation of the Assessment
	        ▪ Expected Value = SPA = Spanish
	• Spanish form with TTS
	    ○ Field = Auditory Presentation: Text-to-Speech
	        ▪ Expected Value = 03 = Spanish TTS

Paper-based Assessment	Available paper-based Spanish forms:
	• Math all grades – test content presented in Spanish.
	• Science grade 5 – bilingual presentation of test content in Spanish and English. Spanish is stacked on top of English.
	• Science grade 8 and high school – test content presented in Spanish.
	• ELA grades 3-4 – CSLA is available for eligible students.
	
	Special PBT Form Assignment Required:
	• Field = Test Format
	    ○ Expected Value = P = Paper
	• Field = Spanish Transadaptation of the Assessment
	    ○ Expected Value = SPA = Spanish
	
	If the appropriate information was indicated in PAnext before January 28, 2022, the appropriate materials are received with the district's automatic initial shipment. If the appropriate information was not indicated in PAnext before January 28, an additional order is required.
	
	If and additional order is required due to a missed deadline:
	• Indicate information under "Special Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:

	o Test Book/Kit

Translated General Administration (SAY) Directions

The Test Administrator-read general administration directions that are read aloud to all students in a testing environment (SAY directions) may be translated into the student's native language. No passages or test questions may be clarified. This accommodation does not provide a translation of the test content into the student's native language (refer to *Auditory Presentation – Translated*).

Spanish SAY directions are available at http://coassessments.com > Manuals and Training > Manuals. Translations into languages other than English or Spanish must be completed locally.

PNP Indicators:
- Field = Administration Directions Read Aloud/Clarified in Student's Native Language
  - o   Expected Value = SPA = Spanish
  - o   Expected Value = HT = Human Translator

Word-to-Word Dictionary (also considered a response accommodation)

A word-to-word dictionary (English and the student's native language) is provided by the school. This must be a paper-based linguistic dictionary. The word-to-word dictionary may not contain definitions.

Test Administrators may not assist students with dictionary use.

PNP Indicators:
- Field = Word-to-Word Dictionary
  - o   Expected Value = Y = Yes

Response in Language other than English or Spanish (Requires Translation and Transcription) for Math and Science

The following information applies to math and science assessments. Available to students with a home language other than English or Spanish. Students should be receiving content-based instruction in their native language in the nine months before CMAS testing.

Student written response – The translator/transcriber must be proficient in reading and writing in the student's native language and English. The translator should be familiar with the content area in both English and the student's native language. The translator must write legibly.

Student spoken response (scribe) – In addition to the aforementioned criteria, qualifying students must also have an IEP or 504 plan. This scribe accommodation must be administered individually in a separate testing environment. The scribe must be familiar with the tested content area and proficient in reading and writing in the student's native language and English. The scribe must write legibly.

This scribe accommodation **is not** appropriate based solely on:
- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Student responses are recorded in the student's language. In a one-on-one environment, the student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on items.

For constructed response items:

The scribe must record student responses verbatim. 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, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

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

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" 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."

Given the interaction with test materials and recording responses, it is recommended that two adults are in the test environment during translation and transcription. Pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with used scratch paper provided during the test unit.

Refer to *6.1.6 Transcription Instructions*.

Responses in languages other than English on ELA and Spanish on CSLA cannot be translated.

PNP Indicators:
- Field = Non-English Response
  - Expected Value = 03 = Language other than English/Spanish – Written
  - Expected Value = 04 = Language other than English/Spanish – Oral (Scribe and Transcription)

Computer-based Assessment	Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students with the paper-based form. The recommended steps for administering this accommodation are: 1. The student (or scribe) 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 device. The Test Administrator collects the student's responses at the end of the unit. 2. The student exits the test unit following the directions in the Transcription Instructions. 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 complete the entry into the student's online form, steps 3 and 4 may be combined. The translator/transcriber translates the student's responses into English without embellishment.
Paper-based Assessment	The steps for administering this accommodation are: 1. The student (or scribe) 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 unit. 2. Translate and transcribe the student's responses into English in the student's test book after the student completes testing. The translator/transcriber translates the student's responses into English without embellishment directly into the student's test book.

Scribe – English Spoken for Math and Science

As English is not the native language, the scribe accommodation may be appropriate based on EL plan documentation.

Assess the student in a separate, one-on-one testing environment.

> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item.

> 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 response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits; the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Only changes made during testing are allowed.

> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" 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."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present. Scribes must be proficient in reading and writing in the student's spoken language (English or Spanish).

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 02 = Scribe

Computer-based Assessment	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must be proficient in keyboarding. 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 items.
Paper-based Assessment	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes 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.

Speech-to-Text – English (Requires Transcription)

As English is not the native language, speech-to-text may be appropriate based on EL plan documentation.

Refer to *Speech-to-Text* under *Response Accommodation* section for information.

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 01 = Speech-to-Text

Spanish Response

Available to students whose primary language is Spanish. Students should have received content-based instruction in Spanish in the nine months before CMAS testing.

While Spanish responses on English forms are scored by scorers proficient in English and Spanish, the Spanish Transadapted form should be assigned to students who will respond in Spanish. Do not translate Spanish responses.

Spanish responses on ELA are not scored. In grades 3-4, students must respond in Spanish on CSLA.

PNP Indicators:
- Field = Non-English Response
    - Expected Value = 01 = Spanish – Written
    - Expected Value = 02 = Spanish – Oral (Scribe)*

*If test is in Spanish, Student with Disabilities field must be IEP or 504. For CSLA, a CDE-approved UAR is required.

Word Prediction

Accommodation available to students as documented on their EL plans.

Refer to information in the *Response Accommodations* section.

PNP Indicators:
- Field = Word Prediction
    - Expected Value = Y = Yes

Time and a Half for Math/ELA

Accommodation available to students using English forms of math and ELA as documented on their EL plans. For students using Spanish math or CSLA Spanish forms, a need for time and a half must be documented on an IEP or 504 plan.

Reminder: For science, time and a half is an accessibility feature available to all students and is built into each unit testing time. See *Accessibility Features that do not have to be Pre-assigned* in *6.1.2 Accessibility Features* for information.

Refer to information in the *Timing Accommodations* section.

PNP Indicators:
- Field = Extended Time
    - Expected Value = EL **or** Both

Double Time

Accommodation available to students using English forms as documented on their EL plans. For students using Spanish forms, a need for double time must be documented on an IEP or 504 plan.

Refer to information in the *Timing Accommodations* section.

PNP Indicators:
- Field = Extended Time
    - Expected Value = EL **or** Both

6.1.4 Unique Accommodations

Unique accommodations must be approved by the CDE Assessment Division prior to use on state assessments. UAR forms are available at http://www.cde.state.co.us/assessment/training-accommodations. For math and ELA, these accommodations create an "Accommodations Reminder" in PAnext. Districts are responsible for ensuring that students are only provided with a Unique Accommodation if approval was received from CDE's Assessment Division. If a unique accommodation is provided without CDE approval, the score is invalidated or suppressed, and the student does not count as participating in the assessment. The SAC and/or DAC must locally maintain a master list of all students and their accommodations to ensure appropriate forms and materials are assigned and ordered. **Note**: The 2020 CAS expect students to read (decode a printed or tactile code) and comprehend (make meaning of) literary and informational texts independently and proficiently. Assessment administration adjustments that would change this expectation are not accommodations. Any *modification* of the assessment is a misadministration and will result in an invalid score.

Table 5: Computer-based and Paper-based Unique Accommodations

Unique Accommodation	Computer-based	Paper-based
Scribe for ELA/CSLA Constructed Response	Writer/Scribe – UA: Guidance on Scribe Constructed Response Items for ELA or CSLA	
Calculator on Non-calculator Section for Math	UA: Guidance on Calculation Device on Non-calculator Sections for Math	

Scribe for ELA and CSLA Constructed Response

The following information applies to ELA assessments, including CSLA. For math and science refer to *6.1.3 Response Accommodations* as the scribe accommodation does not require an approved UAR for math or science.

Scribe for ELA or CSLA constructed response must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Scribing for ELA is only in English; scribing for CSLA is only in Spanish. Refer to the *Guidance Document on Scribe Accommodation for CMAS ELA or CSLA* at http://www.cde.state.co.us/assessment/training-accommodations.

The scribe accommodation for constructed response items on the ELA or CSLA assessment is available to a limited number of students with a neurological or orthopedic impairment which significantly limits or prevents the student's motor process of **writing**. At the discretion of the educational team, students may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

> The student must be assessed in a separate, one-on-one testing environment.
>
> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may not add, use, or prompt the use of proper mechanics unless the mechanics are initiated and dictated by the student. The scribe may ask the student to restate words, as needed. The scribe may use proper spelling. Scribes must be familiar with content vocabulary.
>
> The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.
>
> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" 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."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment. Scribes and transcribers must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA).

Refer to *6.1.6 Transcription Instructions*

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Accommodation Type
  - Expected Value = IEP504 or Both
- Field = Response Accommodation for ELA Constructed Response
  - Expected Value = 02 = Scribe

Calculator on Non-calculator Sections for Math

Calculator on non-calculator sections of math be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Refer to *Guidance Document for a Calculation Device on Non-calculator Sections for the CMAS Math Assessment* at http://www.cde.state.co.us/assessment/training-accommodations.

The Calculation Device and Math Charts and Counters on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which significantly limits or prevents the student from ***performing basic calculations***. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS Mathematics assessment and receive a valid score.

Math tools, including 100s charts, two-color chips, arithmetic tables, one-to-one counters or counting chips, square tiles, Base 10 blocks are approved at the district level. Number lines are not allowed.

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Accommodation Type
  - Expected Value = IEP504 or Both
- Field = Calculation Device and/or Math Charts and/or Counters
  - Expected Value = C = Uses calculator on non-calculator sections
  - Expected Value = T = Uses math charts and/or counters on non-calculator sections
  - Expected Value = B = Uses both calculator and math charts and/or counters on non-calculator sections

6.1.5 Emergency Accommodations

In cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances, an emergency accommodation may be appropriate. These accommodations are not identified on a student's IEP, 504, or EL plan. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If a student experiences a concussion immediately before or during assessment administration, contact Arti Sachdeva at CDE (720-316-7184).

If it is determined that a student requires an emergency accommodation on a CMAS or CoAlt assessment, the *Emergency Accommodation Form* (*Appendix G*) must be completed and maintained in the student's assessment file. The parent must be notified that an emergency accommodation was provided. Consult with the District Assessment Coordinator (DAC) for approval if required by the district.

For CMAS, use of an emergency accommodation is documented on a student's Personal Needs Profile (PNP) in PearsonAccess[next]:

- Field = Emergency Accommodation
    - Expected Value = 01 = Scribe
    - Expected Value = 99 = Other (i.e., any emergency accommodation that is not a scribe)

Through the PearsonAccess[next] user interface, this field is located on the Manage Student Tests screen. Refer to the *Student Registration/Personal Needs Profile Field Definitions and File Layout* document at https://coassessments.com/ > Layouts for more information about indicating emergency accommodation through the file export/import process.

6.1.6 Transcription Instructions

Transcription of responses must take place in the following situations for students who:
- Use paper-based accommodations and:
  - Require large print or braille tests
  - Respond in a language other than English or Spanish
  - Use an assistive technology device
- Use computer-based accommodations and:
  - Respond in a language other than English or Spanish
  - Use an assistive technology device that is not compatible with TestNav
  - Require use of the online assistive technology form
  - Require use of the speech-to-text accommodation on a secondary device

Transcription must occur after the administration of each test unit. Only authorized personnel may have access to the test and student responses. **Verbatim** transcription must occur in the presence of a second school or district employee who verifies the transcription is valid. Student work and/or answers that are not transcribed are not scored.

PBT Procedures for Transcribing Student Responses

- Use a No. 2 pencil.
- Transcribers must write legibly.
- The transcriber enters the student's responses into the student's scannable, standard print test book as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
- The transcriber/translator must **NOT** be related to the student.

Procedures
1. Transcription must take place in a private, secure environment and, whenever possible, under the SAC's supervision. The transcriber must sign a *CMAS and CoAlt Security Agreement* from the current year.
2. In an unused standard print test book, the transcriber must copy the student's responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and all marks for selected response and matching/technology enhanced items.
3. On the original test book, prominently mark "DO NOT SCORE" across the front cover with a black marker.
4. Return all test materials and used scratch paper to the SAC and then the DAC. This includes any large print and braille tests, pages printed from assistive technology devices, and any other pages containing students' original or translated answers as these are secure materials.
5. After verifying transcription, the DAC returns the scannable test books to Pearson with the scorable materials. Original test books are returned to Pearson with the nonscorable materials.

Braille
The braille test kit includes a scannable standard print test book. The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. A teacher who is proficient in reading braille transcribes the student's responses into the standard print test book included in the braille test kit. The standard print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored.

Large Print
The large print test kit includes a scannable standard print test book. Transcribe student answers into the standard print test book included in the large print kit. The standard print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored. **Note**: If a magnifier sheet was received in the large print kit, return it to the SAC for return to Pearson after testing.

Translation
- The transcriber/translator must be proficient in reading and writing in the student's language and English.
  - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology
- If the assistive technology device has the capability to print, print the student's answers for transcription.

Please note: For paper-based assessment accommodations, only scannable test books are scored. Any student responses in non-scannable accommodated forms (such as braille or large print versions of the test), or student responses written in a language other than English or Spanish, require translation, as appropriate, and transcription into a scannable test book for scoring.

CBT Procedures for Transcribing Student Responses

The transcriber must be proficient in keyboarding. Transcriptions must take place in a private, secure environment and, whenever possible, under the SAC's supervision. Ensure the individual responsible for transcribing into TestNav signed a *CMAS and CoAlt Security Agreement* from the current year. Return all test materials and used scratch paper to the SAC and then the DAC. This includes pages printed from assistive technology devices and any other pages containing students' original or translated answers as these are secure materials.

Selected Response and Technology Enhanced Items
For selected response and technology enhanced items, *the student* enters responses into TestNav during the test session. At the end of the test, once all selected response and technology enhanced items completed, the student is to notify the Test Administrator.

Constructed Response Items
For constructed response items, a trained Test Administrator transcribes the responses after each test unit is completed by the student. Transcription takes place either immediately after unit completion (no student log out required) or delayed (student log out required, Test Administrator must resume), and before the state testing window closes.

Translation
- The transcriber/translator must be proficient in reading and writing in the student's language and English.
  - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology
- If the assistive technology device has the capability to print, print the student's answers for transcription.
- If the student utilized the AT form with tactile graphics/braille, a teacher who is proficient in reading braille and proficient in keyboarding must transcribe the student's responses into the online TestNav form.
  - The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker.

Procedures
- As the student encounters constructed responses, depending on the accommodation, the student uses a piece of paper, an assistive technology device, or a braille test book to respond to the questions. The student continues testing in TestNav, leaving constructed response items unanswered in TestNav.
- After completing the last question, the End of Unit screen appears. Students should NOT select the green "Submit Final Answers" button.
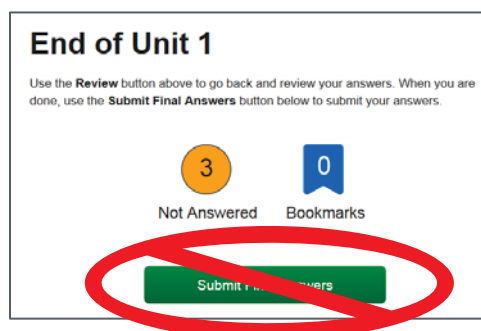
Transcribing Immediately Following the Student Completing the Test Unit

It is strongly suggested that transcription occurs as soon as the student finishes testing and prior to the student exiting the unit. Adhere to the following steps for transcription immediately following testing:

1. After completing the last question in the unit, the student does NOT "Submit Final Answers" or exit the test.

2. The student is excused from the testing environment.

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

3. Using TestNav's review drop-down menu in the student's test, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^{next} is now "Completed".

6. Repeat this process for subsequent units.

Delayed Transcribing

If transcribing does not immediately follow the student's completion of the test unit, complete the following steps. (The Test Administrator may assist students who need help exiting their test.)

1. The student does NOT "Submit Final Answers" but does EXIT the test unit by completing the following steps:

   a. Direct students to notify the Test Administrator when they get to the last question or when they arrive at the End of Unit screen (after completing all questions in the unit).

   b. After the last question, select the button next to the student's name (top right corner of the screen).

   c. Choose the option "Sign out of TestNav".

   d. Select "Save and Return Later" on the Exit Test screen.

   e. The sign out confirmation screen appears. The student's unit status in PearsonAccess^{next} is now "Exited".

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

2. The Test Administrator "unlocks" and "resumes" the student's test unit through the PearsonAccess^{next} Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess^{next} using the Test Administrator computer:

   a. Go to **Testing** > **Students in Sessions**.

   b. Type the name of the student's test session in the **Session List** box.

   c. Select the session name from the search results.

   d. Locate the student, select the student's unit status (**Exited**), and select **Unlock** if locked.
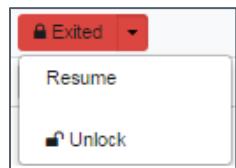
   e. Select the student's unit status again and select **Resume**.
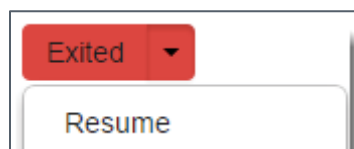
   The student's status is now "Resumed".

   f. On the student's testing device, enter the username and password from the Student Testing Ticket.

3. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^next is now "Completed".

6. Repeat this process for subsequent units.

Only authorized personnel may have access to the test and student answers. Schools must ensure procedures are in place for secure retrieval of printed materials. Remove all student responses from any assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G* of the *CMAS and CoAlt Procedures Manual*, to verify completion of this step. Make documentation available upon request by CDE.

Return printed pages containing the student's answers and any <u>used</u> scratch paper from the test unit as these are secure materials. The SAC returns all secure materials to the DAC.

Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from the device. Secure devices that contain secure materials with testing materials.

6.2 Assigning and Ordering Accessibility Features and Accommodations Before Testing

Assign special test forms and physical materials prior to testing. When test format, accommodations, and accessibility features are indicated in PAnext prior to January 28, 2022 (initial upload deadline) a separate ordering process is not needed as the appropriate physical materials are received automatically. *Table 2* identifies accessibility features and accommodations that require physical materials and/or special form assignment. If the January 28, 2022 deadline is missed, indicate the appropriate information through PAnext registrations and place an additional order, if necessary.

6.2.1 Assigning Computer-based Testing Accessibility Features and Accommodations

Assign special CBT forms (e.g., text-to-speech, Spanish text-to-speech, and auditory/signed presentation script for translation) prior to testing. If students requiring these accommodations or accessibility features are not assigned the correct special form, they do not have access to necessary accommodations or accessibility features during testing.

Instructions for assigning special forms through PAnext are found in *Appendix H*. Use the UI instructions to assign or update special forms one student at a time. To assign or update special forms for multiple students at once, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions and File Layout* document at https://coassessments.com/layouts/. (**Note**: Valid values for various fields may vary by content area.)

6.2.2 Ordering Accessibility Features and Accommodations Requiring Physical Materials

Assign accessibility features and accommodations requiring physical materials prior to testing: CBT and PBT auditory/signed presentation scripts, braille, standard print (including Spanish), and large print tests. Accommodated materials are received automatically prior to testing if indicated for students in PAnext by the initial upload deadline (January 28, 2022), (refer to *Spring 2022 CMAS and CoAlt Critical Dates* for initial shipment dates). Detailed instructions for ordering additional materials during the additional orders window are included in *Appendix H*.

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

Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment	Test Format	Student Registration/Personal Needs Profile Settings	Materials
		Secure materials are automatically ordered when indicated in PAnext from **January 10-28, 2022** (initial orders window). DACs may order additional materials through PAnext, as needed, after the arrival of the initial orders. Indicate SR/PNP settings before placing additional orders.	
Test: Computer-based (CBT)	Online	• Test Format = O	
CBT: Auditory Presentation – Translated/Signed* **CBT Form Group Type:** Auditory/Signed Presentation	Online	• Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language*	**Order**: Auditory/Signed Presentation Script for Translation CBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)
CBT: Text-to-Speech*	Online	• Refer to *Auditory Presentation: Text-to-speech (TTS)*	
CBT: Spanish Text-to-Speech	Online	• Refer to *Auditory Presentation: Text-to-speech (TTS)*	
CBT: Spanish Computer-based	Online	• Refer to *Spanish Form*	
Test: Paper-based Test (PBT)	Paper	• Test Format = P	**Order**: English Test Book
PBT: Braille	Paper	• Refer to *Braille*	**Order**: Braille Kit
PBT: Large Print	Paper	• Refer to *Large Print (18-point font)*	**Order**: Large Print Test Book
PBT: Spanish Paper-based	Paper	**Math, Science, and CSLA ONLY** • Refer to *Spanish Form*	**Order**: Spanish Test Book
PBT: Auditory Presentation – English*	Paper	• Refer to *Auditory Presentation: PBT Oral Script*	**Order**: PBT English Oral Script, English Test Book
PBT: Auditory Presentation – Spanish*	Paper		**Order**: PBT Spanish Oral Script, Spanish Test Book
PBT: Auditory/Signed Presentation – Translated *	Paper	• Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language*	**Order**: PBT Auditory/Signed Presentation Script for Translation (onsite translation into languages other than English or Spanish, or sign language/system interpretation), English Test Book

*Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

6.3 Accommodated Materials During Testing

Always treat all accommodated materials as secure. Like test books, keep accommodated materials in a secure location when not in use for testing. Track all movement of accommodated materials using a chain of custody document.

6.4 Accommodated Materials After Testing

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school completes testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson in nonscorable return boxes. See *5.0 After Testing Tasks* for additional information regarding returning materials.