

Oregon Accessibility Manual

2024-25 School Year



Science

Mathematics

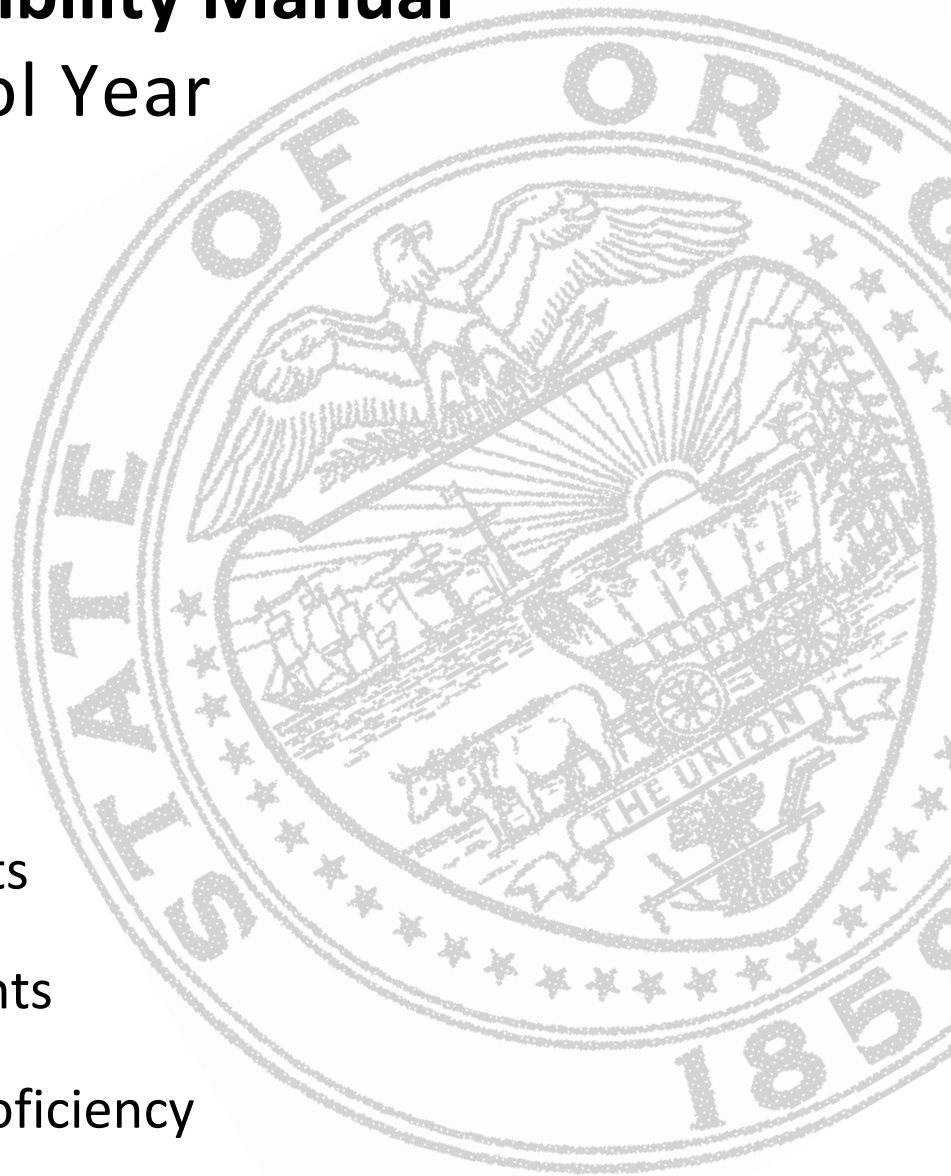
English Language Arts

Extended Assessments

English Language Proficiency

Student Educational Equity Development Survey

WITH ADDITIONAL GUIDANCE FOR NAEP





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1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with an engaging and affirming assessment experience, generating group summary results that are a fair and accurate estimate of academic achievement for systems-level decision-making. Further, ODE is building on a framework of accessibility for all students, especially students who are emerging bilinguals (English Learners; ELs), students experiencing disability, and students who are experiencing disability who are also emerging bilinguals. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on providing appropriate accessibility supports when needed, based on the constructs measured by each assessment (Table 1.1).

The Oregon Accessibility Manual (OAM) applies to the current school year and guides the selection and administration of universal tools, designated supports, and accommodations for all assessments within Oregon's Statewide Assessment System (OSAS), including all general, alternate, and interim assessments in Mathematics, English Language Arts (ELA), Science, and English Language Proficiency.

While not an assessment, as part of Oregon's Statewide Assessment System (OSAS) the Student Educational Equity Development (SEED) Survey offers the same supports as OSAS assessments. Educators may also provide accessibility supports for the SEED Survey not found in the OAM. To ensure valid survey results, any such additional accessibility supports must (a) be typically used during instruction, and (b) align to the *Guiding Principles* and *Survey Environment Guidance* sections of the [SEED Survey Administration Manual](#).

Oregon's statewide assessments are intentionally aligned to Oregon's State Standards in [Language Arts](#), [Mathematics](#), [Science](#), and [English Language Proficiency](#). The universal tools, designated supports, and accommodations that are appropriate for these assessments evolve to support alignment and incorporate available technology and may differ from those allowed in prior years. To ensure valid scores for Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this manual. Further, all accessibility supports a student receives on Oregon's statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Used appropriately, accessibility supports reduce or eliminate barriers that inhibit students from demonstrating what they know and can do both during instruction and during an assessment. Students should have previous experience with the supports selected for use on Oregon's statewide assessments. The supports selected for assessment should align with those used during instruction, though not all instructional supports are viable for assessment. It would not typically be appropriate for a student to receive an accessibility support during an assessment that has not been part of the student's instruction. Assessment supports should not reduce learning expectations, nor should they give a student an unfair advantage or disadvantage over their classmates. Use of these supports during the administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

For assistance on how to select, administer, and evaluate the use of accessibility supports for instruction and assessment of all students, educators are encouraged to consult the [Council of Chief](#)

[State School Officers' \(CCSSO\) Accessibility Manual](#). The process described in this manual is designed for use by general education teachers, teachers who provide English language development services, teachers who serve students experiencing disability, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other student support team as they work with students to select and use appropriate supports during participation in Oregon's Statewide Assessments. For assistance including students as part of this process, consult [Suggestions for Involving Students in Selecting and Implementing Accommodations](#) from the National Center on Educational Outcomes (NCEO).

The specific accessibility features approved for Oregon's Statewide Assessments may change as additional universal tools, designated supports, or accommodations are identified for the assessment based on state experience, research findings, and/or the evolution of secure technologies. The Oregon Department of Education (ODE) maintains an Oregon Accessibility Panel, composed of measurement and accessibility experts from across the state, to determine which supports should be provided to Oregon's students across our state assessments, including ELA, Math, Science, ELPA, and ORExt.

To submit a formal recommendation for a new accessibility support, refer to [Appendix E: Approval Process for a New Accessibility Support](#).

Furthermore, ODE may issue temporary approvals for individual unique student accommodations (i.e., one summative assessment administration for one student). The Assessment Team will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct or a risk to test security.

To request such a temporary approval for an individual unique student accommodation, email Mason Rivers, Special Education Assessment Specialist, at mason.rivers@ode.oregon.gov.

1.1 Intended Audience and Recommended Use

The OAM applies to all students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon's statewide assessments. This manual focuses on accessibility supports (i.e., universal tools, designated supports, and accommodations), recognizing their critical role both for assessment (including tests in the OSAS) and instruction. The OAM was written to be used in tandem with the [Test Administration Manual](#).

Oregon's general Statewide Assessments in Mathematics, ELA, Science, and ELPA contain embedded and non-embedded universal tools, designated supports, and accommodations (defined in Table 1.1 below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon's Extended Assessments incorporate principles of universal design into all item presentations and allow for non-embedded accessibility supports.

Table 1.1: Types of Accessibility Supports

Type	Definition
Universal Tools	Accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Accessibility features of the assessment that are available for use by any student for whom the need has been indicated by an educator (or a team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	<p>Changes in procedures or materials that increase equitable access during the Oregon Statewide Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.</p> <p>Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.</p> <p>Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans that include the specific accommodations, and for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text and/or the scribe accommodations (if they have had sufficient experience with the use of these). The OAM provides parenthetical accommodation codes which can be included in a student’s IEP or 504 as part of their assessment accommodation documentation.</p>

The use of accessibility supports may result in the student needing additional overall time to complete the assessment.

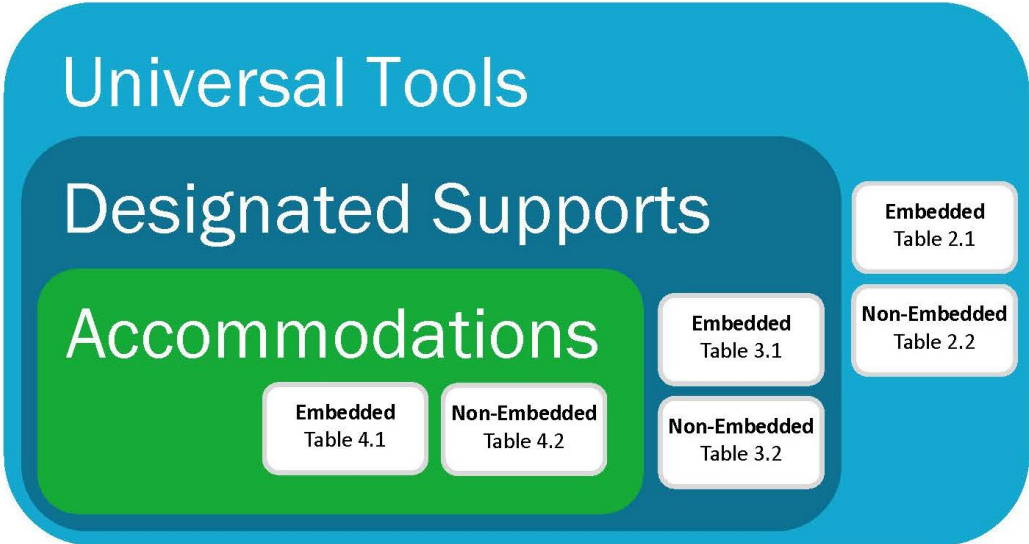
The conceptual model that serves as the basis for the OAM is shown in Figure 1 (below). This figure portrays several aspects of the accessibility features: universal tools, designated supports, and accommodations. It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports. Embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) within the OSAS Portal in advance of testing to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either enter these settings for individual students or to upload settings for multiple students.

Note: for districts using the interim assessment system, accessibility supports enabled in TIDE will remain in place for the student for summative assessments. ELA PT TIDE settings will apply to the ELA Interim PT. ELA CAT TIDE settings will apply to all other ELA Interim assessments. All accessibility support settings should be verified for students before beginning Oregon’s statewide summative assessments.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that the assessment is designed to measure. What is considered a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, [Scribe](#)). Universal tools, designated supports, and accommodations all yield valid scores that meet the technical adequacy assessment requirements of the Every Student Succeeds Act (ESSA) and count as participation in Oregon’s Statewide Assessments when used in a manner consistent with the Oregon Accessibility Manual. Figure 1 illustrates the different categories of accessibility features supported within the OSAS.

Accommodation Codes: The Assessment Record Updating Application (ARUA) should be adjusted directly to indicate any of several special statuses for individual students. Student test records include accommodation code fields. These codes are listed within the Oregon Accessibility Manual next to the title of each of the accommodation support titles for all assessments.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual



1.2 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the OAM. Any change away from a standard administration not listed in the OAM is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by the Individuals with Disabilities Education Act (IDEA) to select for each assessment only state-approved supports, which do not invalidate the score of the assessment.

Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take an Oregon Statewide Assessment. Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.

A modified assessment will be invalidated even if it was modified in error.

- [Memorandum No. 001-2006-07](#) provides additional criteria that may affect decisions about Accommodations and Modifications
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

1.3 Documenting Accessibility Supports

Districts may use a variety of methods to document which accessibility supports students need to participate in statewide assessments. For students who experience disability, it is **recommended** that 504 and IEP teams include ALL accessibility supports determined necessary by the team on a student's 504 or IEP plan (specifically the Statewide Assessment page for an IEP). It is **required** that any accessibility support designated as an [Accommodation](#) is documented in a student's 504 or IEP plan. Teams should use the accessibility support name from the OAM as well as any settings needed by the student (e.g., mouse color and size), to ensure the student receives the necessary supports during testing. Additionally, use of an accommodations on the statewide assessments should be documented in TIDE via the [Accommodations Flag](#) or in the OR.K12test.com system after extended test administration. Districts should have a process for ensuring that accessibility decisions made by teams are implemented during statewide testing. The OSAS Accessibility Worksheets, available in [Appendix H](#) of this document, may be used to document accessibility supports for any student and help facilitate a process for implementation.

SEED Survey: Accessibility supports, including Accommodations, for the SEED Survey are not documented on the statewide assessment page of the student's IEP. The SEED Survey is not a statewide assessment. It is a classroom activity, and educators should implement any student supports outlined in a 504 plan or IEP plan as they would with any other classroom activity.

ELPA Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of a 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must document and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file.

1.4 Oregon Accessibility Manual Reading Requirements

Section 1.5 Training Requirements of the current [Test Administration Manual](#) states that all District Test Coordinators, School Test Coordinators, Test Administrators, Qualified Test Coordinators, and Qualified Assessors are required to read the Oregon Accessibility Manual (OAM). ODE has identified role-specific reading requirements for the OAM as illustrated in the table below.

Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator School Test Coordinator Qualified Test Coordinator	<ul style="list-style-type: none">• Section 1.0 Introduction• Sections 2.0 – 4.0 Accessibility Tables• Section 5.0 Accessibility Descriptions• Appendices A – H
Test Administrator Qualified Assessor	<ul style="list-style-type: none">• Section 1.0 Introduction• Sections 2.0 – 4.0 Accessibility Tables• Section 5.0 Accessibility Descriptions (as needed based on the supports the TA/QA will provide).• Appendices A, B, C and E, F, G depending on the specific assessments that the TA/QA will administer

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2.0 UNIVERSAL TOOLS AVAILABLE ACROSS OSAS

The following tables (Table 2.1 and 2.2) outline accessibility supports that are considered universal tools. Each tool is named in the first column. The other columns indicate the tests on which the tool is available or allowable across the Oregon Statewide Assessment System. The tests listed in the table are as follows in alphabetical order:

- Alt ELPA, Alternate English Language Proficiency Assessment
- ELA-CAT, English Language Arts Summative - Computer Adaptive Test
- ELA-PT, English Language Arts Summative - Performance Task
- ELPA Screener, English Language Proficiency Assessment Screener
- ELPA Summative, English Language Proficiency Assessment Summative
- Mathematics, Mathematics Summative - Computer Adaptive Test and Performance Task
- OR Extended, Oregon Extended Assessments - ELA, Mathematics, & Science
- Science, Science Summative
- SEED Survey, Student Educational Equity Development Survey

A “Yes” in the test column means the universal tool is available or allowable on the test. A “No” in the test column means the universal tool is not available, not allowable, or not applicable on the test. A “^” symbol means that the reader should reference the description of the support for additional limitations. The final column lists the page number where the reader can locate additional details about the support.

Table 2.1: Embedded Universal Tools

UNIVERSAL TOOL NAME	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Amplification	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	18
Audio support	No	No	No	Yes	Yes	No	Yes	No	No	19
Breaks (online tests)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	21
Calculator	No	No	No	No	No	Yes^	No	Yes	No	22
Color choices	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	23
Digital notepad	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	25
English dictionary	No	No	Yes	No	No	No	No	No	No	26
English glossary	No	Yes	Yes	No	No	Yes	No	No	No	27
English thesaurus	No	No	Yes	No	No	No	No	No	No	27
Expandable stimuli	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	27

UNIVERSAL TOOL NAME	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Global notes	No	No	Yes	No	No	No	No	No	No	28
Highlighter	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	28
Keyboard navigation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
Line reader	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
Mark for review	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	32
Math tools	No	No	No	No	No	Yes	No	No	No	33
Mouse pointer	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	34
Navigation language	Yes	Yes	Yes	Yes	Yes	No	No	No	No	34
Paginated item groups	No	Yes	No	Yes	Yes	Yes	No	No	No	35
Periodic Table	No	No	No	No	No	No	No	Yes^	No	35
Response recovery	No	No	Yes	Yes	Yes	Yes	No	No	Yes	37
Spell check	No	No	Yes	Yes	Yes	Yes	No	No	Yes	41
Strikethrough	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	42
Writing tools	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	48
Zoom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	49

Table 2.2: Non-embedded Universal Tools

UNIVERSAL TOOL NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Amplification devices	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	18
Breaks (paper tests)	No	No	No	Yes	Yes	No	Yes	No	Yes	22
Scratch paper	Yes	Yes	Yes	Yes	Yes	Yes^	Yes	Yes	Yes	37

3.0 DESIGNATED SUPPORTS AVAILABLE ACROSS OSAS

The following tables (Table 3.1 and 3.2) outline accessibility supports that are considered designated supports. Each support is named in the first column. The other columns indicate the tests on which the support is available or allowable across the Oregon Statewide Assessment System. The tests listed in the table are in alphabetical order.

A “Yes” in the test column means the designated support is available or allowable on the test. A “No” in the test column means the designated support is not available, not allowable, or not applicable on the test. A “^” symbol means that the reader should reference the description of the support for additional limitations. A “*” symbol means that the support is available or allowable for the indicated test, but as an accommodation, not a designated support. See [section 4.0](#) for details about accommodations. The final column lists the page number where the reader can locate additional details about the support.

Table 3.1: Embedded Designated Supports

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Dictation (speech-to-text)	*	*	*	*	*	Yes	No	Yes	Yes	25
Full screen mode	Yes	No	No	No	No	No	No	No	No	28
Masking	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	33
Print on request	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	36
Print size	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	36
Streamlined interface mode	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	41
Text-to-speech (TTS)	No	Yes^	Yes	No	No	Yes	No	Yes	Yes	43
Translations (dual language)	No	No	No	No	No	Yes	No	Yes	Yes	45
Translations (glossaries)	No	No	No	No	No	Yes	No	No	No	46
Turn off any universal tools	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	46

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Table 3.2: Non-embedded Designated Supports

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
100s number table	No	No	No	No	No	*	Yes^	Yes	No	17
Abacus	No	No	No	No	No	Yes	Yes	Yes	No	17
Bilingual dictionary	No	No	Yes	No	No	No	No	No	Yes	20
Calculator	No	No	No	No	No	Yes^	Yes	Yes	No	22
Color overlays	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	24
Comforting presence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	24
Communication device	Yes	No	No	No	No	No	Yes	No	Yes	25
English dictionary	No	No	Yes	No	No	No	No	No	Yes	26
English thesaurus	No	No	Yes	No	No	No	No	No	Yes	27
Human read aloud	Yes	Yes^	Yes	*	*	Yes	Yes^	Yes	Yes	29
Human read aloud (Spanish)	No	No	No	No	No	Yes	No	Yes	No	29
Magnification device	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	30
Magnification software	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	31
Manipulatives	No	No	No	No	No	Yes^	Yes^	Yes^	No	31
Mark up tools	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	33
Masking	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	33
Medical supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	34
Multiplication table	No	No	No	No	No	*	Yes^	Yes	No	34
Noise buffers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	35
Periodic table	No	No	No	No	No	No	Yes^	Yes^	No	35
Printed writing item response forms	No	No	No	No	No	No	Yes	No	No	37
Scribe	*	Yes	*	*	*	Yes	Yes	Yes	Yes	38

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Sensory supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	38
Separate setting	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	38
Simplified test directions	No	Yes	Yes	No	Yes	Yes	No	Yes	No	39
Student reads test aloud	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	42
Support physical position of student	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	42
TouchPoints	No	No	No	No	No	Yes	Yes^	No	No	44
Translate/interpret test directions & test navigation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	45
Verbal description of graphics	Yes	No	No	No	No	No	No	No	No	47
Written copy of test directions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	48

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4.0 ACCOMMODATIONS AVAILABLE ACROSS OSAS

The following tables (Table 4.1 and 4.2) outline accessibility supports that are considered accommodations. Each accommodation is named in the first column. The other columns indicate the tests on which the accommodation is available or allowable across the Oregon Statewide Assessment System. The tests listed in the table are in alphabetical order.

A “Yes” in the test column means the accommodation is available or allowable on the test. A “No” in the test column means the accommodation is not available, not allowable, or not applicable on the test. A “^” symbol means that the reader should reference the description of the support for additional limitations. A “~” symbol means that the support is available for the indicated test, but as a designated support, not an accommodation. See [section 3.0](#) for details about designated supports. The final column lists the page number where the reader can locate additional details about the support.

Table 4.1: Embedded Accommodations

ACCOMMODATION NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
American Sign Language (ASL) (A223)	No	Yes^	No	No	No	Yes	No	No	Yes	17
Audio transcript (A231)	No	Yes^	No	No	No	No	No	No	No	19
Braille (A218)	No	Yes	Yes	No	No	Yes	No	Yes	Yes	20
Closed captioning (A224)	No	Yes^	No	No	No	No	No	No	No	23
Dictation (speech-to-text) (A311)	Yes	Yes	Yes	Yes	Yes	~	No	~	~	25
ELPA domain exemptions (A229)	Yes	No	No	Yes	Yes	No	No	No	No	26
Text-to-speech (A225)	No	Yes^	~	No	No	~	No	~	~	43
Word prediction (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	47

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Table 4.2: Non-embedded Accommodations

ACCOMMODATION NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
100s number table (A604)	No	No	No	No	No	Yes	Yes^	~	No	17
Alternate response options (A302)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	17
Answer choices on notecards (A232)	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	18
Braille (A221)	No	No	No	Yes	Yes	No	Yes	No	No	21
Human read aloud (A227)	~	Yes^	~	Yes^	Yes^	~	~	~	~	29
Large print (A201)	No	No	No	No	No	No	Yes	No	No	30
Multiplication table (A603)	No	No	No	No	No	Yes	Yes^	~	No	34
Point-to support for multiple-choice responses (A220)	Yes	No	No	No	No	No	Yes	No	Yes	35
Scribe (A312)	Yes	~	Yes	Yes	Yes	~	~	~	~	38
Signed interpretation (A228)	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	39
Specialized calculator (A602)	No	No	No	No	No	Yes^	Yes	Yes	No	40
Speech-to-text (STT) software (A311)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	40
Transfer student response (A317)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	44
Translate/interpret test content (A233)	No	No	No	No	No	No	Yes^	No	No	44
Word prediction software (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	47

5.0 ACCESSIBILITY SUPPORTS IN ALPHABETICAL ORDER

In this section, each accessibility support is listed and includes a) details on availability or allowability, b) a description of the support, c) recommendations for using the support (designated supports and accommodations only), and d) system options for embedded supports (when available). System options listed in **bold** are selected by default.

[100s number table](#), accommodation code: [A604](#)

Details:

- Non-embedded **designated support** allowable on Science (including ORExt Science).
- Non-embedded **accommodation** allowable on Mathematics (including ORExt Mathematics).

Description: A paper-based table listing numbers from 1-100 is available under OSAS Resources in the [OSAS Portal](#). Students must have received instruction related to the appropriate use of a 100s table prior to a test administration, as no directions regarding how to use the table should be provided to the students.

Recommendations for use: Students with visual processing or spatial perception needs may find this beneficial.

[Abacus](#)

Details: Non-embedded designated support allowable on Mathematics, Science, and ORExt.

Description: The abacus, also called a counting frame, is a calculating tool.

Recommendations for use: This tool may be used by students who typically use an abacus.

[Alternate response options](#), accommodation code: [A302](#)

Details: Non-embedded accommodation allowable on all assessments.

Description: Alternate response options include, but are not limited to, adapted keyboards, large keyboards, keyboard skins, key guards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

Recommendations for use: Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. These devices require "[permissive mode](#)" to be enabled via TIDE.

[American Sign Language \(ASL\)](#), accommodation code: [A223](#)

Details: Embedded accommodation available on ELA CAT (listening stimuli only), Mathematics, and SEED Survey.

Description: Test content is translated into ASL video. An ASL interpreter and the translated test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, though, that some students who are hard of hearing can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT, Mathematics, SEED Survey [On/Off]

[Amplification \(volume control\)](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey. For assessments without audio, this tool is only available if the student is using text-to-speech.

Description: The student raises or lowers the volume control, as needed, using the embedded volume feature in the online test platform. Headphones should be used in a group testing setting. If the test is one-on-one in a secure location, external speakers can be used.

[Amplification devices](#)

Details: Non-embedded universal tool allowable on all assessments with audio. For assessments without audio, this tool is only necessary if the student is using text-to-speech.

Description: The student adjusts the volume control beyond and/or independently of the computer's built-in settings, using headphones or other non-embedded devices.

Students may use whatever assistive amplification devices they use during typical instruction (e.g., headphones, FM Systems, Bluetooth hearing aids, speakers, etc.) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated or sufficiently monitored to maintain test security.

[Answer choices on notecards](#), accommodation code: A232

Details: Non-embedded accommodation allowable on Alt ELPA, ELPA Screener, ELPA Summative, ORExt, Science, and SEED Survey.

Description: A Test Administrator may write answer choices on note cards. The notecards would be placed in the same order as presented on the student's screen. The student would select their answer choice from the note cards. Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session.

Recommendations for use: Students may not be able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result, may need a paper copy of test items. This accommodation is only to be used in a testing environment where no secure printer is available for Print on Request; on ELP assessments, it is allowed in the Listening, Reading, and Writing domains.

For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A, B, C, D cards for the multiple-choice options. The Test Administrator would display a card with a single letter written on it. They would then state the name of the letter option. This process would be repeated for all answer choices. The student would then select the card with the letter pertaining to their desired answer choice.

A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.

Audio support

Details: Embedded universal tool available on ELPA Screener, ELPA Summative, and ORExt.

Description: The student uses this feature to hear pre-recorded audio of tasks. Audio support is available for the following:

- ELPA – available on all items with the following exceptions by domain:
 - All domains: no audio support for inline editing tasks, drag-and-drop text, and word banks.
 - Reading: audio support is available only for read-along tasks and for all kindergarten tasks and items. Otherwise not available in the Reading domain.
 - Speaking: some components of some items do not have audio.
- ORExt ELA – audio support is available for all tasks and most student responses.
- ORExt Mathematics & Science – audio support is available for all tasks and all student responses.

NOTE: The audio may be replayed any number of times. Students may increase or decrease the pace of audio supports on the ORExt and in-person ELPA Summative.

System options:

Audio Playback Speed: ELA CAT, ELPA Summative [**On/Off**]

Audio transcript, accommodation code: A231

Details: Embedded accommodation available on ELA CAT for listening stimuli only. This accommodation should only be turned on for students who will also be using [closed captioning](#).

Description: Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio transcripts are only available for listening items which are tagged for closed captioning and are not available for all ELA listening items.

Recommendations for use: Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. Students who are visually impaired, blind and deaf or hard of hearing AND who use Braille may have access to this support. The [audio transcript](#) and [closed captioning](#) accommodations must **both** be assigned in TIDE to activate this support in the test. Turning audio transcript on for students who are

not also using closed captioning may cause confusion since it will not be available for all items they encounter on the test.

System options: ELA CAT (listening stimuli) [On/Off]

Bilingual dictionary

Details: Non-embedded designated support allowable on the ELA PT full writes and SEED Survey.

Description: A bilingual/dual language word-to-word dictionary is a language support that may be provided for the full write portion of an ELA PT. Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student’s home language but do not provide a definition.

Recommendations for use: For students whose primary language is not English and who use dual language supports in the classroom, the use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language.

Braille (embedded), accommodation code: A218

Details: Embedded accommodation available on ELA, Mathematics, Science, and SEED Survey. Refer to [Braille \(non-embedded\)](#) for braille options for ELPA Screener, ELPA Summative, and ORExt.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (raised-line drawings/ tactile graphics). Contracted and uncontracted braille is available; Nemeth is available for math.

Braille files available in paper form:

- ELA – UEB contracted; UEB uncontracted
- Mathematics – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- Science – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- SEED Survey – UEB contracted

NOTE: The type of braille presented to the student (contracted or uncontracted) is set in the TA Interface.

Prior to administering the assessment through the braille interface, test administrator must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering the assessments through the braille interface and its supporting braille technologies. In addition, districts must ensure that students using the braille interface receive training on all supporting braille equipment and receive an opportunity to access the sample test available on the [OSAS portal](#) prior to taking the test.

Recommendations for use: Students with visual impairments may read text via braille. Tactile overlays, graphics, and braille print sticker labels may also be used to assist the student in accessing content through touch. All test content is available in braille via a refreshable braille display or embossed braille on paper. For mathematics and science assessments, braille math notation (Nemeth braille) is available only in the embossed braille materials. Math content will appear as plain text on a refreshable braille display but will not appear in Nemeth braille notation. Alternative text descriptions should be embedded in the assessment for all graphics.

NOTE: All embossed braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.

System options: ELA CAT, ELA PT, Mathematics, Science, SEED Survey [**English/Braille**]. This setting can be found in TIDE under the [Presentation](#) settings. Upon selecting Braille for a student for a student's test, settings for emboss request type and braille type are automatically displayed in the TA Interface.

[Braille type](#) is a setting that determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser. This setting can be managed in the TA interface only.

- ELA CAT, ELA PT [**UEB contracted**/ Not applicable/ UEB Uncontracted]
- Mathematics [**UEB Contracted with Nemeth math**/ UEB Uncontracted with Nemeth math]
- Science [**UEB Contracted with Nemeth math**]
- SEED Survey [**UEB Contracted**]

The not applicable option could be used on ELA tests where the student does not read Braille and instead uses solely JAWs or another screen reader to receive item content. Not applicable is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers and thus embossed Braille is a required resource.

[Emboss](#) is a setting that allows test content to be delivered to students via a Braille embosser.

- ELA CAT, ELA PT [**None**/ Stimuli & Items]
- Mathematics, Science, SEED Survey [**Stimuli & Items**]

[Emboss request type](#) is a setting that determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test.

- ELA CAT, ELA PT, SEED Survey [**On-request**/ Auto-request]
- Mathematics, Science [**Auto-request**]

[Mute system volume](#) is a setting that allows screen reader software to read aloud either items or items and passages to students using approved screen readers on Braille tests. ELA CAT [**On: Read items only aloud (designated support)**/ Off: Read items and passages aloud (accommodation)]

[Braille \(non-embedded\)](#), accommodation code: A221

Details: Non-embedded accommodation available on ELPA Screener, ELPA Summative, and ORExt.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted Braille (English Braille, American Edition, and Unified English Braille) are available via the ELPA Braille order form and/or ORExt Braille order form found on the [Assessment Administration webpage](#) under *forms*.

Recommendations for use: Students who are blind or have low vision may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.

[Breaks \(online tests\)](#)

Details: Embedded universal tool available on all online assessments.

Description: The number of items per session can be flexibly defined based on the student’s need.
NOTE: for the computer adaptive tests, if the student’s test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student’s test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

On the ORExt, if the student needs a break, it is recommended that the Qualified Assessor exit the online test and start a new testing session when the student is ready to resume testing.

See *Section 5.1 Testing Time* of the [Test Administration Manual](#) for guidance on estimated testing times for online assessments.

Breaks (paper tests)

Details: Non-embedded universal tool allowable on all *paper-based assessments* (i.e., ELPA Screener braille; ELPA Summative braille; ORExt braille, large-print, and paper/pencil; and SEED Survey)

Description: Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Calculator (embedded)

Details:

- Embedded universal tool available on *calculator-allowed items only*, grades 6-8 and HS on the **Mathematics** assessment.
- Embedded universal tool available on *all items* on the **Science** assessment.

Description: On the Mathematics assessment, an embedded on-screen digital calculator can be accessed for calculator-allowed items. This tool is available only for those specific items for which the OSAS item specifications indicated that it would be appropriate; these items include a calculator icon in the upper right corner of the screen.

On the Science assessment, a calculator is present regardless of whether the item requires calculation.

Refer to the [OSAS testing calculator specifications](#) for more details.

Calculator (non-embedded)

Details:

- Non-embedded designated support allowable on *calculator-allowed items only*, grades 6-8 and HS on the **Mathematics** assessment.
- Non-embedded designated support allowable on *all items* on the **ORExt Mathematics**.
- Non-embedded designated support allowable on *all items* on the **Science** assessment including the **ORExt Science**.

Description: On the Mathematics and Science assessment, a non-embedded calculator (i.e., four-function, scientific, graphing) is allowable **ONLY** for students who are unable to access the embedded

on-screen calculator. The non-embedded calculator must match the type and features of the embedded calculator at that grade, per the [OSAS testing calculator specifications](#).

Test Administrators will be responsible for ensuring that the non-embedded calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded calculator on the Mathematics or Science assessment. The supervision necessary to implement this non-embedded designated support may require a 1:1 test administration.

On the ORExt Mathematics and ORExt Science assessments, students may use a non-embedded calculator in all grades and at all times. The non-embedded calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: A non-embedded calculator may be utilized on the Mathematics or Science Assessment only if the student is unable to access the on-screen, embedded calculator. A very small number of students should require a non-embedded calculator on these assessments.

On the ORExt Mathematics and ORExt Science a calculator may be used by any student at any time due to the lack of an on-screen, embedded calculator.

[Closed captioning](#), accommodation code: A224

Details: Embedded accommodation available on ELA CAT for listening stimuli only.

Description: Printed text that appears on the computer screen as audio materials are presented.

Recommendations for use: Students who are deaf or hard of hearing and who access information presented auditorily by reading words that appear in synchrony with the auditory presentation may need this support. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, though, that some hard of hearing students can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT [On/Off]

[Color choices](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color options that will work best is specific to each student.

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student’s needs.

System options:

- ELA CAT, ELA PT, Mathematics [**black on white**/ black on pink/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- Science, SEED Survey [**black on white**/ black on blue/ black on pink/ black on yellow/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- ELPA tests [**black on white**/ black on blue/ black on cream/ black on pink/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]

[Dynamic Color Choices](#) [On/Off] is a setting that allows students to select and change their own color choice based on need or preference during a test session. Dynamic color choices may be turned off for an individual student in the TA interface.

[Color overlays](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Color transparencies are placed over printed test materials or on the computer screen.

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student’s needs.

[Comforting presence](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Some students may only feel comfortable speaking to or working in the presence of, a specific trusted adult. This non-embedded designated support allows for the trusted adult to remain present in the testing environment. This adult serves as a reassuring presence during work time and a nonthreatening listener for speaking portions of the ELP assessment. Tests employing this designated support must be administered one-to-one and must also use a [separate setting](#). An adult serving as a comforting presence must sign the [Assurance of Test Security Form – Non-Administrator](#).

An example of the appropriate use of this designated support would include, but not limited to, students with conditions such as selective mutism.

Recommendations for use: Comforting presence must be an adult, not a peer. The adult must remain silent during testing, directing all student questions to the TA. While the adult will overhear some secure material in their role as a nonthreatening listener, they should not be placed where they can see the student’s screen or otherwise interact with the test material.

If the trusted adult is also serving as the student’s TA, it is not necessary to document this designated support. Comforting presence is not tied to a single domain or test and may be employed for any student who indicates the need for such emotional or psychological support during testing.

NOTE: This designated support is not necessary for students who require a comforting object, such as a favorite stuffed animal or blanket. In these cases, use a [separate setting](#).

Communication device

Details: Non-embedded designated support allowable on the Alt ELPA, ORExt, and SEED Survey.

Description: Students with the most significant cognitive disabilities, participating in alternate or extended assessment may use any assistive technology (AT) or augmentative and alternative communication (AAC) device that serves as their primary verbal or written communication mode. Access to the internet must be disabled or monitored on AT and AAC devices to prevent test improprieties.

Any student taking the SEED Survey may use an AT or AAC device that functions as their primary verbal or written communication mode.

Recommendations for use: A student may use any high or low-tech device that serves as their primary mode of spoken or written communication.

Dictation (speech-to-text), accommodation code: A311

Details:

- Embedded **designated support** available on Mathematics, Science, and SEED Survey.
- Embedded **accommodation** available on ELA CAT, ELA PT, Alt ELPA, ELPA Summative, and ELPA Screener.
 - Available as an embedded accommodation for all [ELA Interim Assessments](#)

Description: Students can dictate responses to constructed-response items embedded in the computer system. Students may also dictate notes into the [Digital notepad](#) universal tool. It is the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.

NOTE: Dictation is only available in the Digital Notepad of the ELA CAT, Mathematics CAT, and Science tests as there are no constructed response items on these assessments.

Students using [Translations \(dual language\)](#), Spanish presentation, may dictate constructed response answers in Spanish. A Spanish language pack must be installed on the student's testing device for Spanish dictation to function properly. Instructions are included in the [Assistive Technology Manual](#).

Recommendations for use: Students who have documented motor or processing disabilities (such as dyslexia), or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which is transcribed as text in the item response area.

System options: ELA CAT, ELA PT, Mathematics, SEED Survey, Alt ELPA, ELPA Screener, ELPA Summative [On/Off]

Digital notepad

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment or after a break of more than 20 minutes. Notes from the digital notepad can be copied and pasted into text response areas on most constructed response items. If a student has embedded [Dictation](#) or embedded [Text-to-speech \(TTS\)](#) enabled on their test, it will also be available in the digital notepad.

[ELPA domain exemptions](#), accommodation code: A229

Details: Embedded accommodation available on Alt ELPA, ELPA Screener, and ELPA Summative.

Description: Exclusion of an ELPA domain may only be set for qualifying individual students whose IEPs reflect the specific exemption. Domain exemptions must be set in the OSAS Test Information Distribution Engine (TIDE) prior to test administration.

Recommendations for use: Refer to the [Test Administration Manual](#) and [Domain Exemptions on ELPA: Definitions and Examples](#) for guidance on determining which students may benefit from this accommodation.

System options:

- ELPA Summative, Alt ELPA [**No Exemptions**/ Listening/ Reading/ Speaking/ Writing] checkboxes
- ELPA Screener [**No Exemptions**]
 - [Listening/ Listening and Reading/ Listening and Writing/ Listening and Speaking/ Listening, Reading, and Speaking/ Listening, Speaking, and Writing/ Listening, Reading, and Writing]
 - [Reading/ Reading and Speaking/ Reading and Writing/ Reading, Speaking, and Writing]
 - [Speaking]
 - [Writing/ Writing and Speaking]

NOTE: A student may not be exempt from all four domains. ELPA domain exemptions must be assigned to the student prior to the start of testing.

[English dictionary](#)

Details: Embedded universal tool available on ELA PT (performance task) full writes.

Description: A digital English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of the performance task. This tool is used to look up definitions in the Merriam-Webster dictionary. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

System options: ELA PT [**On**/Off].

- Grades 3-5: Merriam-Webster Elementary Dictionary;
- Grades 6-8: Merriam-Webster Intermediate Dictionary;
- High School: Merriam-Webster Collegiate Dictionary.

[English dictionary \(non-embedded\)](#)

Details: Non-embedded designated support allowable on ELA PT (performance task) full writes and SEED Survey.

Description: A standardized, published, non-student created English dictionary can be provided for the full write portion of an ELA performance task for students who are unable to access the embedded digital English dictionary. A full write is the second part of a performance task. The use of this designated support may result in the student needing additional overall time to complete the assessment.

Recommendations for use: Students who are unable to use the embedded English dictionary or who would prefer to use a physical copy may use this designated support.

[English glossary](#)

Details: Embedded universal tool available on ELA and Mathematics.

Description: Grade and context appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

System options: ELA, Mathematics [[English Glossary/No Glossary](#)]. See [Translations \(glossaries\)](#) for additional options on Mathematics.

[English thesaurus](#)

Details: Embedded universal tool available on ELA PT (performance task) full writes.

Description: A digital English thesaurus is available for the full write portion of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of the performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

System options: ELA PT [[On/Off](#)]. Merriam-Webster Intermediate Thesaurus.

[English thesaurus \(non-embedded\)](#)

Details: Non-embedded designated support allowable on ELA PT (performance task) full writes and SEED Survey.

Description: A standardized, published, non-student created English thesaurus can be provided for the full write portion of an ELA performance task for students who are unable to access the embedded digital English thesaurus. A full write is the second part of a performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment.

Recommendations for use: Students who are unable to use the embedded English thesaurus or who would prefer to use a physical copy may use this designated support.

[Expandable stimuli](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: Each passage/stimuli and/or associated item can be expanded so that it takes up a larger portion of the screen. This tool appears next to the stimulus context menu.

System options:

- ELA PT, ELA CAT, Mathematics, Science [On/Off]
- Alt ELPA*, ELPA Screener, ELPA Summative [**Always On**] (Items); [On/Off] (Stimuli)

*Expandable stimuli are only available on the Alt ELPA if [streamlined interface mode](#) has been turned off.

[Full screen mode](#)

Details: Embedded designated support available on the Alt ELPA.

Description: This designated support removes the global menu from the top of the test interface screen and replaces it with a single large button that says “next”.

Recommendations for use: This designated support may benefit students who need simplified test navigation controls. This support is only available on the Alt ELPA, which is a 1:1 administered assessment. Users may move in and out of the full screen mode during the test.

System options: Alt ELPA [On/Off]

[Global notes](#)

Details: Embedded universal tool available on ELA PT (performance task) full writes.

Description: Global notes is a notepad that is available for ELA PT within the full write segment of the ELA PT. A full write is the second part of a PT. The student clicks on the notepad icon for the notepad to appear. During the ELA PTs, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment. Notes from the global notepad can be copied and pasted into text response areas. If a student has embedded [Dictation](#) or embedded [Text-to-speech \(TTS\)](#) enabled on their ELA PT, it will also be available in the global notes notepad.

System options: ELA PT [On/Off]

[Highlighter](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: A digital tool for marking desired text, item questions, item answers, or parts of these with color. Highlighted text remains available throughout each test segment. Highlighting on items and stimuli persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options:

- ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, SEED Survey [On/Off]
- ELPA Screener, ELPA Summative [**Always On**]

[Human read aloud](#), accommodation code: [A227](#)

Details:

- Non-embedded **designated support** allowable on Mathematics, Science, Alt ELPA, SEED Survey, ELA CAT for items only and ELA PT for all content including stimuli.
- Non-embedded **designated support** allowable on ORExt Mathematics, ORExt Science, and ORExt ELA items that do not address standards involving decoding or word identification, or items where independent reading is required. These items may not be read aloud.
- Non-embedded **Accommodation** allowable on ELA CAT for reading stimuli.
- Non-embedded **Accommodation** allowable on ELPA Screener and ELPA Summative for students with a Reading Exemption.

Description: The text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the [Read Aloud Guidelines](#), including the student's written responses to text response items.

All or portions of the approved content may be read aloud. Refer to the [Guidelines for Choosing the Read Aloud Accommodation](#) when deciding if this accommodation is appropriate for a student.

Human read aloud on the ELPA Screener and ELPA Summative is only for use with items (a) in non-Reading domains, and that (b) feature text without accompanying [audio support](#). Such items are rare enough that a given student may not encounter any.

The SEED Survey may be read aloud in any of the provided languages. The SEED Survey is available in English, Spanish, Vietnamese, Russian, Simplified Chinese, Traditional Chinese, and Ukrainian

Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impeded the performance on assessments.

Readers should be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may require use of a separate setting.

Read aloud on ELA CAT reading stimuli as an accommodation is appropriate for a very small number of students and is available for students whose need is documented in an IEP or 504 plan.

[Human read aloud \(Spanish\)](#)

Details: Non-embedded designated support allowable on Mathematics & Science.

Description: The Spanish text is read aloud to the student by a trained and qualified human reader who follows the [Spanish Read Aloud Guidance](#). All portions of the Mathematics and Science assessment may be read aloud.

Recommendations for use: Students receiving the [Translations \(dual language\)](#) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related

disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking the reader to slow down or repeat text. The use of this support may require the use of a separate setting.

[Keyboard navigation](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Navigation throughout test can be accomplished by using a keyboard.

[Large print](#), accommodation code: **A201**

Details: Non-embedded accommodation available on the ORExt.

Description: A large print version of the paper/pencil ORExt is available to order using the ORExt Large Print order form located on the [Assessment Administration webpage](#) under *forms*.

Recommendations for use: Students who are used to viewing enlarged text or graphics may need the assessment in Large Print. This support may meet the needs of students with visual impairments and other print disabilities.

[Line reader](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The student uses an on-screen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen. Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.

NOTE: this tool is not available while the [Highlighter](#) tool is in use.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On/Off**]

[Magnification device](#)

Details: Non-embedded designated support allowable on all assessments.

Description: A student may use any visual magnification device (e.g., bar magnifiers, dome magnifiers, desktop video magnifiers, page magnifiers, etc.) that does not compromise the security of the test. Use of a projector is also allowable and room security must ensure the projection screen is not visible to any individuals who have not signed an Assurance of Test Security form. A student or QA/TA may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE).

Recommendations for use: Students used to viewing enlarged text or graphics may need to use a magnification device with printed or digital materials. This support also may meet the needs of students with visual impairments and other print disabilities.

Magnification software

Details: Non-embedded designated support allowable on all assessments.

Description: The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with assistive technology software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the embedded zoom universal tool. Visual magnification software is only allowed if supported by the testing platform and should be verified with the practice test prior to actual testing.

NOTE: A student or QA/TA may not upload an assessment to a non-secure browser in order to access the tool.

Recommendations for use: Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

Manipulatives

Details: Non-embedded designated support allowable on Math, Science, and OREx. Manipulatives used during testing *must* be listed in the table below and should be used during instruction so they are familiar to students. Using manipulatives not included in this list may result in a testing impropriety and student test invalidation.

Description: Manipulatives are tactile tools that provide concrete representations of mathematical ideas.

Allowable manipulatives for Mathematics, Science, and OREx (see [Appendix G](#) for images):

- Algebra tiles
- Base-ten blocks or pieces
- Colored chips, including those with positive and negative sides
- Colored tiles
- Counters (e.g., beads, beans, blocks, craft sticks, marbles, tiles or similar)
- Dot paper (square or hex)
- Fraction strips or fraction pieces (unlabeled only)
- Geoboard and bands
- Geometric shapes (2D and 3D)
- Interlocking cubes (e.g., Unifix, Omnifix)
- Linear rods (e.g., Cuisenaire rods, Montessori bead chains)
- Number rack (e.g., rekenrek)
- Pattern blocks
- Trays, containers, or bags for storage and/or sorting

Additional allowable manipulatives for OREx only:

- Balance, including “Hands-on-Math Algebra” balance
- Dice
- Dominoes or checkers

- Egg cartons of various sizes
- Legos
- Measuring cups and spoons with marks and text
- Patty paper (small square sheets)
- Play money
- Playing cards or numbered cards
- Scissors
- Spinners
- Stopwatch
- String
- Tangrams
- Transparent sheets, mirrors, MIRA™ – symmetry tools
- 2-D nets

Additional manipulatives may be requested through the process described in [Appendix E](#).

Recommendations for use: The intent of this support is to make students’ testing environment more consistent with their learning environment. Students who benefit from the use of manipulatives during instruction may use this support during their assessment. Manipulatives are available to help students think, not to give them answers.

Guidelines for administration: Manipulatives must neither directly provide students with answers nor identify the process by which students may determine the answer. Manipulatives must be provided to the student in a tray, container, or bag before testing begins. Manipulatives must be stored at the student’s testing area to minimize movement. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students must work individually with manipulatives. Students are not to be coached as to which manipulatives to use, nor on how to use them.

The use of this designated support may result in additional logistical considerations for the testing environment.

[Mark for review](#)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Allows students to flag items for future review during the assessment, from the context menu. Flags are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Flags persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA [**On/Off**]
- Science, ELPA Screener, ELPA Summative, SEED Survey [**Always On**]

Mark up tools

Details: Non-embedded designated support allowable on all assessments when a student is using printed testing materials.

Description: Tools used by students to mark up (e.g., highlight, cross out, underline, circle, etc.) printed materials. Mark up tools may include things like highlighters, markers, pens, and pencils.

Recommendations for use: Students who require printed material to access their assessments may benefit from this support. Students should have received instruction on markup strategies prior to testing with this support.

Masking (embedded)

Details: Embedded designated support available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking.

Recommendations for use: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

Masking (non-embedded)

Details: Non-embedded designated support allowable on all assessments while using printed materials.

Description: If using printed materials, a student may use a physical masking tool to block off content that is not of immediate need or that may be distracting. Students are able to focus their attention on a specific part of a test item by masking.

Recommendations for use: Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.

Math tools

Details: Embedded universal tool available on the Mathematics assessment.

Description: These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to mathematics items. They are available only within the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.

Medical supports

Details: Non-embedded designated support allowable on all assessments.

Description: Students may have access to medical supports for medical purposes (e.g., glucose monitor). The medical support may include an internet capable device, and should only support the student during testing for medical reasons.

Recommendations for use: Medical supports would encompass any supports prescribed or recommended by a medical professional who supports the student's health. TAs should follow local policies regarding medical supports and ensure that the student's health is the highest priority. These supports include, but are not limited to: glucose monitors, durable medical equipment, hearing aids, FM systems, and service animals.

Some medical supports may require the use of an app on a cell phone or tablet. Such medical supports must restrict access to other applications, and the test administrator must closely monitor the use of the medical support to maintain test security. The use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.

Mouse pointer (size and color)

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**system default**/ large black/ extra large black/ large green/ extra large green/ large red/ extra large red/ large white/ extra large white/ large yellow/ extra large yellow]

Multiplication table, accommodation code: A603

Details:

- Non-embedded **designated support** allowable on the Science assessment (including ORExt Science).
- Non-embedded **accommodation** allowable on the Mathematics assessment (including ORExt Mathematics).

Description: A paper-based 1-12 multiplication table is available on the [OSAS portal](#).

Recommendations for use: For students with a documented and persistent calculation disability (i.e., dyscalculia).

Navigation language

Details: Embedded universal tool available on ELA, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: Manages the language in which button names, messages, and other user interface elements, except for the actual test content, are displayed in the Student Testing Site. Available in English or Spanish.

On Mathematics, Science, and SEED Survey, navigation language is determined by the [Translations \(dual language\)](#) presentation setting.

System options: ELA CAT, ELA PT, Alt ELPA, ELPA Screener, ELPA Summative [**On/Off**]

[Noise buffers](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Ear mufflers, white noise, and/or other equipment used to block external sounds.

Recommendations for use: The student uses noise buffering equipment to manage environmental noises. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items.) Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

[Paginated item groups](#)

Details: Embedded universal tool available on ELA CAT, Mathematics CAT, ELPA Screener, and ELPA Summative.

Description: Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.

System options:

- ELA CAT, Mathematics CAT [**On/Off**]
- ELPA Screener, ELPA Summative [**Always On**]

[Periodic table](#)

Details: Embedded universal tool available on the Science assessment for grades 8 and high school.

Description: All students in grades 8 and high school are able to access the onscreen periodic table.

[Periodic table \(non-embedded\)](#)

Details: Non-embedded designated support allowable on the Science assessment for grades 8 and high school (including ORExt Science).

Description: Any student in grades 8 and high school may use the paper-based ODE-provided periodic table available in [English](#), [Spanish](#), and [Braille](#).

Recommendations for use: Students who are unable to access or utilize the embedded onscreen periodic table may benefit from this support.

[Point-to support for multiple-choice responses](#), accommodation code: **A220**

Details: Non-embedded accommodation allowable on ORExt, Alt ELPA, and SEED Survey.

Description: For students with significant cognitive disabilities, participating in alternate or extended assessment, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze, or other forms of identified non-verbal communication. Student responses can be generated in whatever student expressive communication modality is used in the classroom.

Recommendations for use: Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the “point-to” accommodation.

[Print on request](#)

Details: Embedded designated support available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Paper copies of stimuli (including passages) and/or items are printed for students. Students may use pencils, pens, markers, highlighters, etc. to mark up the printed test materials.

Security Requirement: All printed test materials (including embossed braille print-outs) must be collected and securely shredded immediately following each testing event to maintain security. Students may not keep printed test items for use during future testing events. See *Section 2.4* of the [Test Administration Manual](#).

Recommendations for use: Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative [**Off/** Items/ Stimuli/ Stimuli & Items]
- Science, SEED Survey [**Off/** Stimuli & Items]

NOTE: Print on Request may be changed in the TA interface for all tests.

[Print size](#)

Details: Embedded designated support available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. Regardless of the print size assigned, all students can use the [Zoom](#) buttons in the test to toggle between the five levels of print size for the individual test pages.

Recommendations for use: Students with visual impairments may need to increase the size of text and other item features beyond the 4x zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [1x/ 1.5X/ 1.75X/ 2.5X/ 3X]

NOTE: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point.

[Printed writing item response forms](#)

Details: Non-embedded designated support available on the ORExt ELA for writing items only.

Description: Downloadable paper/pencil versions of the ORExt ELA writing items are available. Any student taking the ORExt via the electronic platform has the option to utilize the printed writing item responses. Printed materials must be securely shredded immediately following scoring and data entry for the testing event.

Recommendations for use: This support may be needed for students who are unable to input their writing directly into the electronic platform due difficulties using a mouse, keyboard, or touchscreen.

[Response recovery](#)

Details: Embedded universal tool available on the ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Enables a student to recover every saved (or auto-saved) draft on a constructed response item. All drafts are ordered from most recent to oldest and grouped by sitting during the same testing session (each time the student logged in and tested). Previous versions do not persist across logout/resume, even if within the 20-minute pause rule period.

System options: ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

[Scratch paper](#)

Details: Non-embedded universal tool allowable on all assessments.

Description: Scratch paper and accompanying writing tools (e.g., pencil, pen, marker) may be made available in order to make or organize notes, write computations, or record responses. A whiteboard with a marker may be used as scratch paper.

- For ELA, only plain paper or lined paper is appropriate.
- For Mathematics, plain or lined paper may be made available to all students. Graph paper may be used on math assessments at all grade levels but is required beginning in the sixth grade.
- For Science, any color, unlined, lined, or graph paper is appropriate.

NOTE: Some students will need to use assistive technology devices as aligned to their IEP or 504. As long as the construct being measured is not impacted, digital graph paper and low-tech assistive technology (e.g., Math Window), are permitted. Access to the internet must be disabled or monitored on assistive technology devices to prevent test improprieties.

Security requirements for scratch paper:

ELA CAT, Mathematics CAT, ORExt, Alt ELPA, & ELPA Screener: All scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session.

ELA PT, Mathematics PT, Science, & ELPA Summative: For students continuing an ELA or Mathematics PT, Science, or ELPA Summative across multiple sessions, scratch paper, whiteboards, and/or assistive technology devices may be made available to the student at the next testing session. To maintain test security, TAs must direct students to write their names (or other appropriate identifying information) on their scratch paper before collecting it at the end of each testing session. Once a student completes the test, their scratch paper must be collected and securely destroyed and all notes on whiteboards and/or assistive technology devices must be erased to maintain test security. See *section 2.4* of the [Test Administration Manual](#) for more information.

Scribe, accommodation code: [A312](#)

Details:

- Non-embedded **designated support** allowable on ELA CAT, Mathematics, Science, ORExt, and SEED Survey.
- Non-embedded **accommodation** allowable on ELA PT, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: The student dictates their responses to a human who records verbatim what the student dictates. The student may dictate by assistive communication device, pointing, sign language, or speech. Students may dictate, while the human scribe records, selected response items (single and multiple answer), constructed response items (short-text) and long essay (full write). It is important that the student is able to develop planning notes with the human scribe and to view what was produced while dictating to the scribe. The scribe must be trained and qualified, and must follow the administration guidelines provided in the [Scribing Protocol](#) for ELA, Mathematics, and Science assessments or the ELPA Scribe Guidelines under the General Accessibility Resources section of the [Assessment Administration Resources webpage](#).

Recommendations for use: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human.

Sensory supports

Details: Non-embedded designated support allowable on all assessments.

Description: As needed, this designated support should be based on student use in the classroom. Sensory supports may not be used in response to specific items on the assessment but should reflect the student's typical sensory routines.

Recommendations for use: Sensory supports (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory supports or the occasional application of supports during an assessment may impact a student's response.

Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.

Separate setting

Details: Non-embedded designated support allowable on all assessments.

Description: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. Additionally, a student may test in a separate setting if their assessment needs to be administered at a different time of day than other students, if they need to read aloud or sub-vocalize text, retell a reading passage in their own words before responding to items, or if they need the use of a calming device or support (as recommended by educators and/or specialists).

Recommendations for use: The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for examples, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a TA when the student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket. Or a student may need a “buffer” object to lower their affective filter, such as a curtain to speak through.

Signed interpretation, accommodation code: A228

Details: Non-embedded accommodation allowable on ELA, Mathematics, Science, ORExt, Alt ELPA, and SEED Survey.

Description: Text is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in [Appendix B: Guidelines for Signed Interpretation Support](#). All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Appendix A – Guidelines for Signed Interpretation Support – to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.

Student directions are located in the [Test Administration Manual](#). The use of this accommodation may require the use of a separate setting.

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.

Simplified test directions

Details: Non-embedded designated support allowable on ELA, Mathematics, Science, and ELPA Summative.

Description: The test administrator reads the simplified or paraphrased test directions as found in the respective *Student Directions for (content area)* sections of the [Test Administration Manual](#).

Paraphrased **log-in directions** are available for the ELA, Mathematics, Science, and ELPA Summative.

Simplified **test directions** are available for the ELPA Summative.

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.

[Specialized calculator](#), accommodation code: A602

Details: Non-embedded accommodation allowable on Mathematics, Science, and ORExt

Description: A non-embedded, stand-alone calculator for students needing a specialized calculator, such as Braille calculator, talking calculator, or large button calculator is allowable as an accommodation. These specialized calculators may be provided as a physical calculator or through a device with assistive technology software. The non-embedded specialized calculator must match the type and features of the embedded calculator at that grade, per the [OSAS testing calculator specifications](#).

Test Administrators will be responsible for ensuring that the non-embedded specialized calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded specialized calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded specialized calculator on the Mathematics or Science assessment. The supervision necessary to implement this non-embedded accommodation support may require a 1:1 test administration.

On the ORExt Mathematics and ORExt Science assessments, students may use a non-embedded specialized calculator in all grades and at all times. The non-embedded specialized calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: Student who are unable to use the embedded calculator for calculator-allowed items will be able to use the specialized calculator that they typically use during instruction. The non-embedded specialized calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

[Speech-to-text \(STT\) software](#), accommodation code: A311

Details: Non-embedded accommodation allowable on ELA, Mathematics, Science, ORExt, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology device instead of a software on their testing device if necessary. In this circumstance, students would also need the [Transfer Student Response \(A317\)](#) accommodation. Care must also be taken that the student's AT device does not have access to

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features that may result in a test impropriety.

Recommendations for use: Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.

Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text (STT) software requires that the student go back through all generated text to correct errors in transcription, including the use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of STT does require that students know writing conventions and that they have the review and editing skills required of students who use STT also be able to develop planning notes via STT, and to view what they produce when composing via STT.

Setting up STT:

- Install STT program (e.g., Dragon) on the computer that the student will use for the test
- “Enable” the [Permissive Mode](#) in TIDE
- Before the TA opens the OSAS Secure Browser, the STT program needs to be engaged
- Open the OSAS Secure Browser and have the student log in to begin the test.

Cambium Assessment, Inc. (CAI) and Behavioral Research and Teaching (BRT) does not officially support any particular STT software or perform quality control testing to ensure compatibility between the secure browsers, test content, and third-party STT software options. Districts should ensure that whatever software is used during test administration is consistent with the software students use during instruction. To ensure compatibility before test administration begins, CAI and ODE recommend trying to STT software with the secure browser using the sample test. Because CAI/BRT does not formally support STT Software, districts should also note that CAI/BRT’s ability to troubleshoot compatibility issues is limited.

[Spell check](#)

Details: Embedded universal tool available on ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with specific items for which the OSAS item specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for mathematics items, ELA items, and ELPA items with open-ended student responses.

[Streamlined interface mode](#)

Details: Embedded designated support available on ELA, Mathematics, Science, Alt ELPA, and SEED Survey.

Description: This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.

Recommendations for use: This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamlined format.

NOTE: Streamlined interface mode is turned *ON* by default for the Alt ELPA. This is intended to align the Alt ELPA presentation more closely with the ORExt presentation. Test administrators may turn *OFF* streamlined interface mode in TIDE for students who would not benefit from this support.

System options:

- ELA CAT, ELA PT, Mathematics, Science, SEED Survey [On/Off]
- Alt ELPA [On/Off]

Strikethrough

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Allows students to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. Strikethrough on items persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

Student reads test aloud

Details: Non-embedded designated support allowable on all assessments.

Description: The student sub-vocalizes, reads the test content aloud, or uses a think-aloud strategy. This feature must be administered in a secure one-on-one test setting.

Recommendations for use: Students who are beginning readers, have a documented auditory or processing impairment, or rush through assessments without reading text may need to read the test aloud. If the student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student’s part.

Support physical position of student

Details: Non-embedded designated support allowable on all assessments.

Description: A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive/equipment/furniture) or they may be provided supports by an aide/educational assistant who has reviewed and signed the [Assurance of Test Security Form – Non-Administrator](#).

Recommendations for use: Students who have documented motor or orthopedic impairments may need additional support to engage in testing activities.

When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussions of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student’s IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

Text-to-speech (TTS), accommodation code: A225

Details:

- Embedded **designated support** available on Mathematics, Science, SEED Survey, and ELA CAT for items only and ELA PT for stimuli and items.
- Embedded **Accommodation** available on ELA CAT for reading stimuli/passages.

NOTE: While embedded text-to-speech (TTS) is not available on the ELPA Summative, ELPA Screener, or ORExt, these assessments all have the [audio support](#) universal tool.

Description: Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student’s responses to constructed-response items. The student can control the speed as well as the volume level of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting.

If appropriate for the student, a “tracking” feature can also be enabled in the TA interface or TIDE, which highlights words as they are being read aloud by TTS.

In addition to English TTS, Spanish TTS is available for Mathematics and Science for students who also have the [Translations \(dual language\)](#) designated support enabled. A Spanish language pack must be installed on the student’s testing device for Spanish TTS to function properly. Instructions are included in the [Assistive Technology Manual](#).

Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. This support may be confusing and may impede the performance of students who do not regularly have the support during instruction. Students should use this support regularly during instruction to meaningfully benefit from it on assessments.

Text-to-speech on ELA CAT reading stimuli/passages as an accommodation is appropriate for a very small number of students and is available for students whose need is documented in an IEP or 504 plan.

NOTE: The embedded designated support of text-to-speech is not available for ELA items through the braille interface. The non-embedded [Human Read-aloud](#) designated support is available for students using the Braille Interface who require read-aloud support for ELA items.

System options:

- ELA PT, Mathematics, Science, SEED Survey [**Off**/ Items & Stimuli]
- ELA CAT [**Off**/ Items (designated support)/ Items & Stimuli (accommodation)]

[Text-to-speech tracking](#) is a setting that highlights words on the student’s screen as they are read aloud. ELA CAT, ELA PT, Mathematics, Science, SEED Survey [**On/Off**]

[TouchPoints](#)

Details: Non-embedded designated support allowable on Mathematics (including ORExt Mathematics).

Description: TouchPoints are a tactile tool used within the TouchMath program. Students touch points on each numeral (1-9) to support counting and number fluency. TouchPoints may be used on a variety of numeral based manipulatives (e.g., touch strips, individual numerical manipulatives, touch cards, etc.). While TouchPoints support counting and number fluency, they do not inherently perform any computation.

Recommendations for use: Students with learning disabilities, such as dyscalculia, may access TouchPoints as part of their classroom instruction and assessment. Only students who use this supporting during instruction should access it on statewide summative tests.

[Transfer student response](#), accommodation code: **A317**

Details: Non-embedded accommodation allowable on ELA, Mathematics, ORExt, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Transfer Student Response is used to move the student’s written words from a device that uses speech-to-text and/or word prediction software to a device that is running the secure browser when that system is not currently supported.

Recommendations for use: This accommodation is only for students who use speech-to-text and/or word prediction as a part of their regular daily instruction and assessment and do not qualify for the scribe support. Many students use speech-to-text and/or word prediction in their regular daily instruction but do not use scribe in their regular daily instruction. TAs can use this support to transfer a student’s independently generated text, exactly as the student presented it, into the secure browser.

[Translate/interpret test content](#), accommodation code: **A233**

Details: Non-embedded accommodation allowable on the ORExt Mathematics and ORExt Science only.

Description: All test content (e.g., prompts, stimuli, questions, response options, etc.) may be translated and/or interpreted into any language. This local translation and/or interpretation must be conducted by a person whom the district has determined is qualified to complete such translation and/or interpretation. Individuals providing this support must take care not to provide additional information that would influence the student’s response or indicate the correct response option.

NOTE: The written translation of secure test materials must be destroyed per section 2.4 of the [Test Administration Manual](#).

The SEED Survey can be translated by the district into any language. ODE has provided translations of the SEED Survey in English, Spanish, Russian, Vietnamese, Ukrainian, Simplified Chinese and Traditional Chinese. Translation of the SEED Survey is allowable as part of survey administration and not considered an accommodation.

Recommendations for use: For students whose primary language is not English and who use dual language supports in the classroom, the use of the translate/interpret test content support may be appropriate.

[Translate/interpret test directions and test navigation](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Test directions may be translated or interpreted into any language, including American Sign Language (ASL). Test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) may also be interpreted during the testing session.

The following translated test directions are available for district use:

- **ELA & Mathematics** – Spanish is available in the [Test Administration Manual](#). Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Marshallese, Mandarin, Punjabi, Russian, Somali, S’Gaw Karen, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup’ik are available for download on the [OSAS Portal](#).
- **Science** – Spanish is available in the [Test Administration Manual](#).
- **Alt ELPA** – Arabic, Simplified Chinese, Spanish, Swahili, and Vietnamese are available to download on the [OSAS Portal](#).
- **ELPA Screener** – Japanese, Korean, Marshallese, Russian, S’Gaw Karen, Somali, Spanish, and Vietnamese are available to download on the [OSAS Portal](#).
- **ELPA Summative** – Spanish is available in the [Test Administration Manual](#). Marshallese, Russian, S’Gaw Karen, and Vietnamese are available to download on the [OSAS Portal](#).

These translated test directions can be read to the student by a qualified, multilingual adult.

The local translation or interpretation of the general test directions into other languages must be completed by an individual who is determined qualified by the district to complete such translation or interpretation. Locally translated test directions can be read to the student by a qualified, multilingual adult. Test directions interpreted in the moment may be provided by a qualified interpreter.

The local interpretation of test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) must be provided by an individual who is determined qualified by the district to provide such interpretation.

Recommendations for use: Students who have limited English language skills (regardless of EL status) can use the translate/interpret test directions and test navigation support.

[Translations \(dual language\)](#)

Details: Embedded designated support available on Mathematics, Science, and SEED Survey.

Description: Dual language translations are a language support that provides the full Spanish-language translation for each item and stimulus.

On the Mathematics and Science assessments, if the dual language translation is enabled, an additional menu will appear in constructed response boxes that allows a student to toggle between English and Spanish to spell check their response in either language. If text-to-speech (TTS) and/or dictation are enabled in addition to the dual language translation, the student may use these supports in their constructed response along with spell check.

For example, a student typing a response in Spanish can check the spelling in Spanish by choosing “Español” from the language toggle menu. If TTS is enabled and a Spanish language pack is installed on the student’s computer, the student’s response can read back in Spanish.

Dual language translations on the SEED Survey provide the full language translation for each item in the following languages: Spanish, Russian, Vietnamese, Ukrainian, Simplified Chinese (Mandarin), and Traditional Chinese (Cantonese).

Recommendations for Use: For students whose primary language is not English and who use dual language supports in the classroom, the use of the dual language translation may be appropriate. Additionally, the dual language translation may be appropriate for students learning in immersive dual language environments. Students participate in the assessment regardless of the language. This support may increase the reading load and cognitive load.

System options:

- Mathematics, Science [**English/Spanish**]
- SEED Survey [**English/ Spanish/ Russian/ Vietnamese/ Ukrainian/Simplified Chinese – Mandarin/ Traditional Chinese – Cantonese**].

This setting can be found in TIDE under the [Presentation](#) settings. Presentation language must be set in TIDE prior to the student logging into the test.

[Translations \(glossaries\)](#)

Details: Embedded designated support available on the Mathematics assessments.

Description: Translated and/or illustrated glossaries are a language support. The translated and/or illustrated glossaries are provided for selected construct-irrelevant terms for mathematics. Translations and/or illustrations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated and/or illustrated glossary. Students can adjust the size of the illustration and move it around the screen. Students can select the audio icon next to the translated glossary term and listen to the audio recording of the glossary.

Recommendations for use: Students who are advancing toward English language proficiency (regardless of EL status) can use the translation glossary for specific items. Deaf or hard of hearing students who are not proficient in American Sign Language (ASL) may use illustrated glossaries.

Students who use the audio icon will need headphones unless tested individually in a separate setting.

System options: Mathematics [**English Glossary (universal tool)**]/ Illustration Glossary/ No Glossary/ Arabic/ Burmese/ Cantonese/ Filipino/ Hmong/ Korean/ Mandarin/ Punjabi/ Russian/ Somali/ Spanish/ Ukrainian/ Vietnamese]

Note: Each language listed above may be combined with English, Illustration, or English & Illustration.

[Turn off any universal tools](#)

Details: Embedded designated support available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey

Description: Disabling any embedded universal tools that might be distracting or that a student does not need to use or is unable to use.

Recommendations for use: Students who are easily distracted (regardless of designation as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student.

NOTE: Universal tools are disabled via the TA interface, not through TIDE.

[Verbal description of graphics](#)

Details: Non-embedded designated support allowable on the Alt ELPA.

NOTE: For other assessments, please see [Human read aloud](#) designated support for guidance on image descriptions.

Description: The test administrator may describe graphics for specific students (e.g., those who are blind). Care must be taken not to provide the correct answer or cues to the correct answer.

Recommendations for use: Students who are blind or have low vision may need verbal description of some of the graphics.

[Word prediction \(embedded\)](#), accommodation code: A313

Details: Embedded accommodation available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually.

Audio preview may be enabled as a system option (see system options below). This allows students to hover the mouse cursor over the list of words to hear them read aloud. After a word is selected or typed, it is also read aloud. When punctuation is added to the end of a sentence, it is read aloud.

NOTE: For the ELA CAT, Mathematics CAT, and Science; word prediction is only available in the [digital notepad](#) as there are no constructed response items on these assessments.

Recommendations for use: Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction.

System options: ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On without audio/On with audio/**Off**]

[Word prediction software](#), accommodation code: A313

Details: Non-embedded accommodation available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. **The program must use only single word prediction.**

Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.

NOTE: For the ELA CAT, Mathematics CAT, and Science; word prediction software may only be used in the [digital notepad](#) as there are no constructed response items on these assessments.

Recommendations for use: Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

[Writing tools](#)

Details: Embedded universal tool available on ELA PT, Mathematics PT, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. Writing tools are not available for ELA short-answer items.

The Alt ELPA and ELA short-answer items only have cut, copy, and paste functionality.

[Written copy of test directions](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Test administrators may provide the student with a written copy of the test directions. This written copy may be provided in any language in alignment with the [Translate/interpret test directions and test navigation](#) support. Test administrators **must** read aloud all test directions, even if this support is being provided.

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource.

Zoom

Details: Embedded universal tool available on all assessments.

Description: A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen.

NOTE: a student's default font size can be updated for all items and stimuli on the test using the [Print size](#) designated support.

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Appendix A: Technology Skills Needed to Access English Language Proficiency Assessment

Prior to testing, school staff should ensure that students have the computer skills necessary to take the ELPA. The following table describes the technology skills students will need to access ELPA.

Grade	Listening	Reading	Writing	Speaking
K-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation. Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse/keyboard navigation

Students without the necessary computer skills to participate in ELPA may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with the administration of the ELPA.

Appendix B: Guidelines for Signed Interpretation Support

(Except ELPA Summative and ELPA Screener)

Signed interpretation of Oregon’s Statewide Assessments is an approved support for all assessments except the ELPA Summative and ELPA Screener. In addition to the information in [section 5.0](#), the following are the Oregon Department of Education’s policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon’s Statewide Assessments.

When providing sign language interpretation as a support for a student taking an Oregon Statewide Assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., human read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the ELPA Summative and ELPA Screener.

Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

A qualified signed test interpreter may interpret orally presented information, such as test directions, as well as written information, such as test content. The decision on what and how much to interpret should be determined by the student’s IEP team and should match the extent and procedures of signed interpretation the student receives during instruction. The verbatim student directions for the OSAS Assessments are located in the following sections of the Oregon [Test Administration Manual](#): Section 7: Administering Online Summative Assessments, Section 8: Oregon’s English Language Arts and Mathematics Assessments, Section 9: Oregon’s Science Assessment, and Section 10: Oregon’s ELPA Summative. The student directions for the Extended Assessments are embedded directly in the assessment materials. Sign Language interpretation of the ELPA Summative and ELPA Screener (other than the student directions) is not allowed and is considered a modification--consistent with the prohibition on providing a read-aloud for a hearing student on these assessments.

Signed Test Interpreter Qualifications & Training Requirements

- Meet [OAR 581-015-2035](#) minimum standards
- For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual](#).

- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow [Read Aloud Guidance](#).
- Review [Math terminology](#) and Science terminology (grade [5](#), [8](#), [11](#))
- Use the relevant ELA, Math, Science, Alt ELPA [sample tests](#) or ORExt [sample tests](#) to practice interpreting test items in the subject area they will be interpreting.

Qualifications and Training Requirements of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- The teacher must also meet the other items above (except OAR 581-015-2035):
 - For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual](#).
 - Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- Will not have access to actual test items prior to the administration of the ELA, Mathematics, or Science online assessments. However, sign language interpreters should review content standards for information on vocabulary that is construct- specific to the item so that they do not give students an unfair advantage.
- Will have access to Oregon’s Extended Assessment and Alt ELPA test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed.
- Is expected to review the “[Read Aloud Guidelines](#),” which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:

- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before they are tested.
- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm--a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom--using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below).*
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below).*
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. *(See "Rationale" below).*
- The interpreter is to follow "[Read Aloud Guidelines](#)".

For assessments administered orally (Oregon Extended Assessment and Alt ELPA):

- The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
- The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, they may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student's line of sight.

The interpreter is not allowed to:

- Use signs that invalidate the construct of the question (See training videos on the [BRT \(UO\) Online Training](#) website).
- Give any nonverbal response to affirm or negate a student's response to test items.
- Interpret if they do not understand the word or test item--this could skew the interpretation. However, they can pause the student's test and ask for clarification from the test administrator.
- Prompt the student in any way that would influence their response.

RATIONALE:

If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.

Signs that are commonly used in sign language are allowable in the signed interpretation of Oregon's Statewide Assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear

to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems.

Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase IS the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain the vocabulary that is being assessed. Consider this sample question:

- *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*

The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase IS NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:

- *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Appendix C: Embedded Accessibility Support Settings

Table C.1: Embedded Universal Tools

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Audio Playback Speed</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>ELA CAT, ELPA Summative:</p> <p>On</p> <p>Off</p>	<p>When this tool is turned on, students can change the playback speed on audio/video. Options are .5, 1X, 1.5X, 1.75X.</p>
<p><u>Color Choices</u></p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, ELA:</p> <p>Black on White</p> <p>Black on Pink</p> <p>Medium Gray on Light Gray</p> <p>Red on White</p> <p>White on Black</p> <p>White on Red</p> <p>Yellow on Black</p> <p>Yellow on Blue</p> <p>Science, SEED Survey:</p> <p>Black on White</p> <p>Black on Blue</p> <p>Black on Pink</p> <p>Black on Yellow</p> <p>Medium Gray on Light Gray</p> <p>Red on White</p> <p>White on Black</p> <p>White on Red</p> <p>Yellow on Black</p> <p>Yellow on Blue</p> <p>ELPA Tests:</p> <p>Black on White</p> <p>Black on Blue</p> <p>Black on Cream</p> <p>Black on Pink</p> <p>Red on White</p> <p>White on Black</p> <p>White on Red</p> <p>Yellow on Black</p> <p>Yellow on Blue</p>	<p>This is the color combination applied to a student’s test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.</p>

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
<u>Dynamic Color Choices</u> TA Interface Only State, DTC, DLU, STC, TA, TT	All Tests: On Off	This tool controls the availability of the color choice selector within the cog wheel of the student application. When the tool is on, the student can change color choices via the cog wheel.
<u>English Dictionary</u> TA Interface Only State, DTC, DLU, STC, TA, TT	ELA PT: On* Off *Grades 3-5: MW Elementary Dictionary; Grades 6-8: MW Intermediate Dictionary; High School: MW Collegiate Dictionary All other tests: Not supported	This tool is used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the ELA PT only.
<u>English Thesaurus</u> TA Interface Only State, DTC, DLU, STC, TA, TT	ELA PT: On* Off *MW Intermediate Thesaurus All other tests: Not supported	The thesaurus is an embedded tool that is available for the ELA PT.
<u>Expandable Items and Stimuli</u> TA Interface Only State, DTC, DLU, STC, TA, TT	ELA, Math, Science: On Off ELPA Tests (Expandable Items): Always On ELPA Tests (Expandable Stimuli): On Off SEED Survey: <i>Not supported</i>	Allows student to expand the item section. <i>Note: This tool appears next to the stimulus context menu.</i>
<u>Global Notes</u> TA Interface Only State, DTC, DLU, STC, TA, TT	ELA PTs: On Off All other tests: <i>Not supported</i>	Allows students to use an on-screen notepad to enter notes that persist across test sessions until the test has been submitted. Students may copy/paste input from Global Notes into item response fields.

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Highlighter</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>Math, ELA, Science, Alt ELPA, SEED Survey:</p> <p>On Off</p> <p>ELPA Screener and ELPA Summative: Always On</p>	<p>Allows students to select the text on the screen and then select Highlight Selection from the context menu.</p> <p>Highlighting on items and stimuli persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.</p>
<p><u>Line Reader</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>All Tests:</p> <p>On Off</p>	<p>Allows student to highlight an individual line of text in a passage or question.</p> <p>This tool is not available while the Highlighter tool is in use.</p>
<p><u>Mark for Review</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>Math, ELA, Alt ELPA:</p> <p>On Off</p> <p>All other tests: Always On</p>	<p>Allows student to mark a question for review, from the context menu.</p> <p>Mark for Review persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.</p>
<p><u>Mouse Pointer</u></p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>All tests:</p> <p>System Default</p> <p>Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow</p>	<p>To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.</p>
<p><u>Navigation Language</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>ELA, ELPA:</p> <p>On Off</p> <p>All other tests: Not supported</p>	<p>This tool allows the student to change the language of all navigation buttons and menu option labels via the cog wheel.</p>

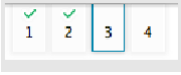
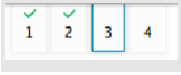
Test Setting and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Paginated Item Groups</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>ELA, Math CAT:</p> <p>On Off</p> <p>Alt ELPA, Math PT, Science:</p> <p>Not supported</p> <p>ELPA Tests:</p> <p>Always On</p>	<p>Allows students to navigate between items in an item group by selecting a page for individual viewing.</p>  <p>Navigation buttons () for each question in a group appear in the upper- right corner. Students click these buttons to proceed to the corresponding question.</p>
<p><u>Response Recovery</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>ELA PT, Math PT, ELPA, SEED Survey:</p> <p>On Off</p> <p>Science:</p> <p>Not supported</p>	<p>Allows students to view and restore responses they previously entered for an open-response question during the same testing session. Previous versions do not persist across logout/resume, even if within the 20-minute pause rule period.</p>
<p><u>Strikethrough</u></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA, TT</p>	<p>All Tests:</p> <p>On Off</p>	<p>Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words.</p> <p>Strikethrough on items persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.</p>

Table C.2: Embedded Designated Supports

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Full Screen Mode</u></p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>Alt ELPA:</p> <p>On</p> <p>Off</p> <p>All other tests: <i>Not supported</i></p>	<p>This feature provides simplified test navigation by removing the global menu and replacing it with a single “next” button. If turned on, the TA must exit Full Screen Mode at the end of the testing session to end the test.</p>
<p><u>Glossary</u></p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>ELA:</p> <p>English Glossary (<i>universal tool</i>)</p> <p>No Glossary</p> <p>Math:</p> <p>English Glossary (<i>universal tool</i>)</p> <p>Illustration Glossary</p> <p>No Glossary</p> <p><i>Note:</i> Each language listed below may be combined with English, Illustration, or English & Illustration</p> <p>Arabic</p> <p>Burmese</p> <p>Cantonese</p> <p>Filipino</p> <p>Hmong</p> <p>Korean</p> <p>Mandarin</p> <p>Punjabi</p> <p>Russian</p> <p>Somali</p> <p>Spanish</p> <p>Ukrainian</p> <p>Vietnamese</p> <p>All other tests: Not supported</p>	<p>Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language.</p> <p>Language options for Glossaries vary by assessment. Not all options listed are available for all tests.</p> <p>Math PT foreign language glossaries must be set in TIDE prior to the student starting the test.</p>
<p><u>Masking</u></p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA</p>	<p>All Tests:</p> <p>On</p> <p>Off</p>	<p>Allows students to temporarily mask (hide) an area of the test page to reduce distraction.</p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Presentation</u> <i>(Must be assigned to the student prior to the start of testing)</i></p> <p>Science, ELA CAT & Math CAT – TIDE & TA Interface</p> <p>ELA PT & Math PT – TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, Science: English Spanish (designated support) Braille (Accommodation)</p> <p>ELA: English Braille (Accommodation)</p> <p>ELPA Screener, ELPA Summative: English Braille (Accommodation)</p> <p>SEED Survey: English Spanish (designated support) Braille (Accommodation) Russian (designated support) Vietnamese (designated support) Simplified Chinese - Mandarin (designated support) Traditional Chinese - Cantonese (designated support) Ukrainian (designated supports)</p>	<p>The presentation in which the student is taking the test.</p> <p>Spanish translation is available for Math & Science. Braille is available for Science, ELA and Math. Upon selecting Braille for a student’s test, settings for Emboss Request Type and Braille Type are automatically displayed in the TA Interface. Language must be set in TIDE for ELA Interim PT & Math Interim PT, Science and ELPA Screener prior to the student logging in to the test.</p> <p>The Braille Presentation setting for ELPA Screener & Summative allows users to access the DEI for the non-embedded ELPA Screener & Summative tests.</p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Print on Request</u></p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, ELA, & ELPA Tests:</p> <p>Off</p> <p>Items</p> <p>Stimuli</p> <p>Stimuli & Items</p> <p>Science & SEED Survey:</p> <p>Off</p> <p>Stimuli & Items</p>	<p>This accessibility support permits students to request printouts of test content.</p> <p>Off — Students cannot request printing of any test stimuli or questions.</p> <p>Stimuli — Students can request printing of any stimuli.</p> <p>Items — Students can request printing of any questions (including answer options).</p> <p>Stimuli and Items — Students can request printing of any test stimuli and questions (including answer options).</p> <p>Note: Print on Request may be changed in the TA interface for all tests.</p> <p>When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described in the <u>Test Administration Manual</u>.</p>
<p><u>Print Size</u></p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA</p>	<p>All Tests:</p> <p>Default/No Zoom = 1X</p> <p>Level 1 = ~1.5X</p> <p>Level 2 = ~1.75X</p> <p>Level 3 = ~2.5X</p> <p>Level 4 = ~3X</p>	<p>The selected print size becomes the default for all text content in that student’s test. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual test pages.</p> <p><i>Note: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point. Zoom settings persist across test pages.</i></p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Streamlined Interface Mode</u></p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, ELA, Science, SEED Survey: On Off</p> <p>Alt ELPA: On Off</p> <p>ELPA: Not supported</p>	<p>Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.</p>
<p><u>Text-to-Speech</u></p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, ELA PT, Science, & SEED Survey: Off Items & Stimuli (Designated Support)</p> <p>ELA-CAT: Off Items (Designated Support) Items & Stimuli (Accommodation)</p> <p>ELPA Tests: <i>Not supported</i></p>	<p>The TTS accessibility support provides students with the ability to listen to sections of test content.</p> <p>Off — The student cannot listen to any stimuli or items on the test.</p> <p>Items — The student can listen to questions on the test (including answer options). This is a designated support.</p> <p>Items & Stimuli – The student can listen to both questions and stimuli.</p> <p><i>TTS is available in the Presentation language selected.</i></p> <p>For students receiving the test in English, the TTS is delivered through the computer’s native voice pack. For students receiving the test in another language, the district must first install the appropriate voice pack. ODE and Cambium recommend that districts use the voice packs native to the operating system being used. The TTS options displayed in the drop-down menu are those that are available for that specific test.</p> <p>When TTS is on, students will also have the ability to listen back to their written responses in text fields on constructed response items.</p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p>TTS Tracking</p> <p>TIDE & TA Interface</p> <p>State, DTC, DLU, STC, TA</p>	<p>ELA, Math, Science, SEED Survey:</p> <p>On Off</p> <p>ELPA Tests:</p> <p>Not supported</p>	<p>Where TTS is turned on, the words are highlighted as they are read aloud.</p>

Table C.3: Embedded Accommodations

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p>Accommodations Flag (Number of Accommodations)</p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>All Tests:</p> <p>None</p> <p>One or more</p>	<p>All accommodations must be turned on in TIDE prior to the start of the test. This tool records the use of any embedded or non- embedded accommodation during testing as prescribed in the IEP or 504 plan.</p>
<p>American Sign Language</p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>Math, ELA, SEED Survey:</p> <p>On Off</p> <p>All other tests:</p> <p>Not supported</p>	<p>Allows students to view a video with a signed translation of the passage or question. Available for ELA listening questions (applicable to ELA CAT only) and all items on Mathematics tests.</p> <p><i>ASL must be set in TIDE for all PTs prior to the student logging in to the test.</i></p>
<p>Audio Transcript</p> <p>ELA listening passages – TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>ELA CAT (Listening Stimuli):</p> <p>On Off</p> <p>All other tests:</p> <p>Not supported</p>	<p>Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning.</p> <p>JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for ELA listening passages.</p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Braille Type</u> TA Interface Only State, DTC, DLU, STC, TA</p>	<p>ELA: UEB Contracted Not Applicable UEB Uncontracted</p> <p>Math: UEB Contracted with Nemeth Math UEB Uncontracted with Nemeth Math</p> <p>Science: UEB Contracted with Nemeth Math</p> <p>SEED Survey: UEB Contracted</p> <p>ELPA Tests: Not supported</p>	<p>Only available when Language is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser.</p> <p>The Not Applicable option could be used on ELA tests where the student does not read Braille and instead uses solely JAWs or another screen reader to receive item content. Not Applicable is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers and thus embossed Braille is a required resource.</p>
<p><u>Closed Captioning</u> TIDE Only State, DTC, DLU, STC, TA</p>	<p>ELA CAT: On Off</p> <p>All other tests: Not supported</p>	<p>Enables closed captions for audio.</p>
<p><u>Dictation (Embedded Speech-to-Text)</u> TIDE Only State, DTC, DLU, STC, TA</p>	<p>All Tests: On Off</p>	<p>Embedded Speech-to-Text transcribes spoken student responses to text on constructed response items and in the notes and Global Notes.</p> <p>Note: Dictation is a Designated Support on Math CAT, Math PT, Science, and SEED Survey.</p> <p>Dictation is an Accommodation on ELA-CAT, ELA-PT, and all ELPA tests.</p>
<p><u>Emboss</u> TA Interface Only State, DTC, DLU, STC, TA</p>	<p>ELA: None Stimuli & Items</p> <p>Math, Science, SEED Survey: Stimuli & Items</p> <p>ELPA Tests: Not supported</p>	<p>Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.</p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Emboss Request Type</u></p> <p>TA Interface Only State, DTC, STC, TA</p>	<p>Math, Science: Auto-request</p> <p>ELA, SEED Survey: On-Request Auto-request</p> <p>ELPA: Not supported</p>	<p>Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test.</p> <p><i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i></p>
<p><u>ELPA Domain Exemptions</u></p> <p><i>ELPA domain exemptions must be assigned to the student prior to the start of testing</i></p> <p>TIDE Only State, DTC, DLU</p>	<p>Alt ELPA, ELPA Summative: No Exemptions Listening Reading Speaking Writing</p> <p>ELPA Screener: No Exemptions Listening Listening and Reading Listening and Writing Listening and Speaking Reading Reading and Speaking Reading and Writing Speaking Speaking and Writing Writing Listening, Reading, and Speaking Listening, Reading, and Writing Listening, Speaking, and Writing Reading, Speaking, and Writing</p> <p>All other tests: Not supported</p>	<p>Some students may be exempted from specified ELPA domains based on their IEP.</p> <p>A student may not be exempt from all four domains.</p> <p><i>ELPA domain exemptions must be assigned to the student prior to the start of testing.</i></p>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<p><u>Mute System Volume</u></p> <p><i>Only available when Presentation is set to Braille</i></p> <p>TA Interface Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>ELA CAT:</p> <p>On: Read Items Only Aloud (Designated Support)</p> <p>Off: Read Items and Passages Aloud (Accommodation)</p> <p>All other tests: <i>Not supported</i></p>	<p><i>This feature is only available on ELA CAT Braille tests.</i></p> <p>Allows screen reader software to read aloud either items or items and passages to students using approved screen readers on Braille tests.</p>
<p>Permissive Mode (Required for Alternate Response Option and Speech-to-Text Software Accommodations)</p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>All tests:</p> <p>On</p> <p>Off</p>	<p>Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.</p>
<p><u>Word Prediction</u></p> <p>TIDE Only</p> <p>State, DTC, DLU, STC, TA</p>	<p>All tests:</p> <p>On without audio</p> <p>On with audio</p> <p>Off</p>	<p>When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. This tool is also available in item notes and Global Notes.</p> <p>Audio: with the audio feature enabled, students can hover their mouse cursor over a word in the suggested word menu to hear it read aloud. Once a word is selected or typed, it is also read aloud. When punctuation is added to the end of a sentence, the sentence is read aloud.</p>

Appendix D: The Oregon Accessibility Panel

The Oregon Accessibility Panel is a group of Oregon educators and partners in education that meet to consider accommodations recommendations submitted by the field for students taking Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for many years.

ODE selects Panel members based on nominations and team decisions. Each panelist contributes a unique and important perspective to the outcome of the Panel's recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Panel meetings are typically conducted quarterly in a morning or afternoon session. The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE will reimburse Panel members for travel expenses, if necessary, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Oregon Accessibility Panel (OAP) will consist of educators and consumers of education (e.g., parents, individuals using and affected by the statewide assessment, advocates of students with disabilities). New members will be selected from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by existing members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the panel.

Length of Service

Panel members are eligible to continue in the role of OAP member for a 4-year term as long as they (a) maintain an ongoing role in the field of education and/or assessment, (b) maintain active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members will review recommendations, propose studies, and advise the Director of Assessment and Student Reporting of current accessibility supports with respect to the inclusion of students with disabilities in statewide assessment with a conscious link to the appropriate provision and use of these supports in instruction. The panel will advise the Director of Assessment and Student Reporting toward those accessibility supports (as defined by the state) that do not impact the validity of a student's assessment score, and will provide clear distinctions to be communicated to the field regarding accepted and rejected accessibility supports.

Participation

Panel members are expected to attend a majority of meetings per year and are excused from participation based on legitimate conflicts. Members will communicate attendance with facilitators in advance of missed meetings. No substitutes may be sent to participate on behalf of a member.

Teachers who participate on the panel will not be expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members will commit to a 4-year term and will have the option of withdrawing annually if their commitments must change or if there are prolonged absences or lack of communication, which will be considered potential conflicts to effective membership.

Skill Sets

Twelve skill sets have been identified as fundamentally critical to the decisions made by this panel. These skill sets are to be maintained throughout the existence of the panel. Reassigned, retired, or resigned individuals representing one of these fundamental skill sets will be replaced by individuals possessing the same set of skills.

Administration (School/District/State)

Assessment

Assistive Technology

Blind or Visually Impaired

Deaf or Hard of Hearing

English Language Learner

General Education

Parents/Guardians of students with disabilities

Policy

Practical/Classroom

Research

Special Education

Other skills as needed (e.g., civil rights, specific subject area)

Contact

For additional information, please contact Mason Rivers, Special Education Assessment Specialist by email: Mason.Rivers@ode.oregon.gov or by phone/text: (971) 208-0434.

Appendix E: Approval Process for a New Accessibility Support

New universal tools, designated supports, and accommodations approved for Oregon’s Statewide Assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review. The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, OSAS guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics Statewide Assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from the Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

For the Science, Extended, and ELPA Statewide Assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To recommend a new accessibility support for the Accessibility Panel to consider, fill out the [Recommendation for New Accessibility Supports Form](#) in its entirety and submit it to ODE. Contact and email address information is listed at the bottom of the form. This form can also be downloaded from the [Assessment Administration Resources webpage](#).

Appendix F: National Assessment of Educational Progress (NAEP)

The [National Assessment of Educational Progress](#) (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and local educational agencies that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8. At this time, NAEP does not administer assessments to students who participate only in distance learning.

For the 2024-25 school year, NAEP will administer national Long-Term Trend (LTT) paper-pencil assessments in mathematics and reading to selected 9-year-olds, 13-year-olds, and 17-year-olds. These assessments, conducted since the 1970s, measure students' educational progress over long time periods to monitor trends in performance. NCES will administer the LTT assessments for each age group in the following windows:

- Age 13: October 7 – December 13, 2024
- Age 9: January 6 – March 14, 2025
- Age 17: March 17 – May 23, 2025

The NAEP 2025 Field Test will take place January 27 through March 7, 2025, at grades 4, 8, and 12. Most students will take assessments in mathematics and reading using district- and school- managed devices and Internet, while some students will take the assessments on NAEP-owned devices not connected to school Internet to determine if there are differences in performance. NCES will not report results from the NAEP 2025 Field Test. Data will be used to inform plans for NAEP 2026, when NCES plans to administer most NAEP assessments using district- and school-managed devices and Internet, where districts and schools are able to do so.

The results from NAEP are published as [The Nation's Report Card](#). For 2024-25, NAEP plans to report student performance for the national Long-Term Trend assessments of mathematics and reading. The National Assessment Governing Board will release the results approximately one year after administration of the assessments.

The National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials including the devices used to administer NAEP.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work

with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English learners will be included in NAEP. According to National Assessment Governing Board policy, only English learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP paper-pencil LTT assessments of mathematics and reading as well as for the digitally-based Field Test assessments of mathematics and reading. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English learner will access NAEP. If a universal design element or accommodation that a student regularly receives for classroom or state assessments is not listed, please contact [Beth LaDuca](#), NAEP State Coordinator, at 971-208-0091 to see if the universal design element or accommodation can be provided on NAEP. Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The [NAEP Questions Tool](#) provides teachers, students, and parents with sample questions from previous assessments. The [NAEP Survey Questionnaires](#) web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to the assessment frameworks and item specifications are available from the ODE [NAEP](#) webpage.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students participating in the paper-pencil LTT assessments. The second section includes NAEP accommodations for students with disabilities participating in the LTT assessments, while the third section lists the LTT assessment accommodations for English Learners. The fourth section describes the universal design elements available to all students participating in the digitally-based Field Test assessments. The fifth section lists the accommodations for students with disabilities provided by the digital test delivery system, while the sixth section lists NAEP accommodations for students with disabilities provided outside the test delivery system. The seventh section includes NAEP accommodations for English learners provided by the digital test delivery system, and the eighth section lists NAEP accommodations for English learners provided outside the test delivery system.

1. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS

Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Directions explained / clarified	Mathematics Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Marks / writes directly in test book	Mathematics Reading	All students write directly in the test booklet. NAEP does not have Scantron or bubble sheets.
Scratch paper	Mathematics Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

2. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS

Accommodations for Students Experiencing Disabilities

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Braille version of the test	Mathematics Reading	<p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Student can use a scribe to record answers (select Scribe accommodation). • Student can use a Braille output device provided by the school.
Breaks during testing	Mathematics Reading	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics Reading	A qualified sign language interpreter provided by the school signs the instructions included in the session script.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Extended time	Mathematics Reading	Student is given up to three times the allotted time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i>
Familiar person present or administers the test	Mathematics Reading	School staff member familiar to the student must be present during the assessment or administer the test.
Large print version of the test	Mathematics Reading	NAEP provides large-print booklets to visually impaired students. <i>NOTE: Assessment booklets enlarged by 129 percent.</i>
Magnification equipment	Mathematics Reading	Lens or system provided by the school that enhances visual function. <i>NOTE: Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</i>
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca , NAEP State Coordinator, (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator
Presentation in sign language	Mathematics	A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Read aloud in English - directions only	Mathematics Reading	<p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.</i></p>
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.
Response in sign language	Mathematics Reading	Student signs responses to a scribe provided by the school who records the responses in the student's booklet. Please also select Scribe accommodation.
Scribe	Mathematics Reading	<p>Scribe provided by the school.</p> <p>Student responds orally or by pointing to answers to a scribe who records the student's responses in the booklet.</p>
Small group	Mathematics Reading	<p>Group includes no more than five students.</p> <p><i>NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i></p>
Special equipment	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Use computer/tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

3. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS

Accommodations for English Language Learners

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definitions in any language	Mathematics	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word dictionary”, “word-to-word translation dictionary,” or a “bilingual word list.”
Breaks during testing	Mathematics Reading	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Extended time	Mathematics Reading	<p>Student is given up to three times the allotted time to complete the assessment.</p> <p><i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i></p>
Familiar person present or administers the test	Mathematics Reading	School staff member familiar to the student must be present during the assessment or administer the test.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
General directions only read aloud in Spanish	Mathematics Reading	The general session script instructions are read aloud in Spanish. Session script is the same for all students. <i>Note: Not allowed for the age 17 assessments.</i>
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca , NAEP State Coordinator, (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator
Read aloud in English - directions only	Mathematics Reading	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. <i>NOTE: Some students’ education plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this in an education plan but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.</i>
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Small group	Mathematics Reading	Group includes no more than five students. <i>NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i>
Spanish/English version of the test	Mathematics	Spanish/English version of the booklet. One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language. <i>Note: Not allowed for the age 17 assessment.</i>
Special equipment	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Test items read aloud in Spanish	Mathematics	Students may request to have words, phrases, or sentences read aloud in Spanish. <i>Note: This requires the students to use a bilingual Spanish/English assessment booklet (select Spanish/English Version of the Test).</i> <i>Note: Not allowed for the age 17 assessment.</i>
Use computer/tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

4. NAEP DIGITALLY-BASED FIELD TEST ASSESSMENTS

Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Closed captioning	Mathematics Reading	All voice-over narration is closed-captioned.

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Color theming	Mathematics Reading	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <i>Note: This tool is not available for the tutorial or some items. For students who need all content in high contrast, please select the accommodation "High contrast for visually impaired students."</i>
Directions explained / clarified	Mathematics Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Directions read aloud / text-to- speech (English)	Mathematics Reading	All directions in the assessment are text-to-speech enabled, including directions within the assessment, tutorial, Help, and Student Questionnaire screens.
Elimination capability	Mathematics Reading	Students can gray out answer choices for multiple-choice items. <i>Note: This tool is not available for constructed-response items.</i>
Individual testing experience	Mathematics Reading	Read Aloud and other UDE and accommodations are provided through the device and will not distract other students in the room. <ul style="list-style-type: none"> • Students have earbuds to reduce distractions. • Students interact directly with device. • Tested with other selected students. Refer to the accommodation "Preferential seating" to minimize distractions for testing with other students. Refer to the accommodation "Separate location" if student requires testing in a small group or away from the regular session.
Read aloud / text- to- speech (English) – occasional or most or all	Mathematics	Students select some or all text to be read aloud by the system using text-to-speech.
Scratch paper	Mathematics Reading	Administrators inform students that scratch paper (and pencil) available upon request.
Scratch work / highlighter capability	Mathematics Reading	Contains an embedded pencil mode to mark-up or take notes on the screen and highlighter mode to highlight text on the screen.
Use a computer / tablet to respond	Mathematics Reading	All students respond on school devices or NAEP-provided devices.

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Volume adjustment	Mathematics Reading	Students can raise or lower voice-over volume using the device’s volume buttons. The tutorial explains how to adjust the volume on the device.
Zooming	Mathematics Reading	Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. <i>Note: Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, or equation editor. For students who require enlargement of these test elements, or enlargement greater than two times the default size, please select the accommodation “Magnification.”</i>

5. NAEP DIGITALLY-BASED FIELD TEST ASSESSMENTS

Accommodations for Students with Disabilities Provided by the Test Delivery System

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Calculator version of the test	Mathematics	Provides a test form that permits the use of a calculator on all items. The calculator is an onscreen calculator provided as part of the test delivery system. For Grade 4: TI-108. For Grades 8 and 12: TI-30XS.
Extended time	Mathematics Reading	Students are given up to three times the allotted time to complete the assessment at their own pace. <i>Note: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i>
Hearing contrast for visually impaired students	Mathematics Reading	Provides a test form that has all auditory content closed-captioned. For NAEP 2025, all content can be closed-captioned, so student will receive their originally assigned form.
High contrast for visually impaired students	Mathematics Reading	Provides a test form with all content that is compatible with high contrast.

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Low mobility version of test	Mathematics Reading	Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad.
Magnification	Mathematics Reading	Magnification greater than two times the default text/image size on the screen. Magnifies all assessment content. Students use screen magnification software to scroll over a portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. <i>Note: See “Zooming” under universal design elements to determine if students need this additional magnification. Not available for pilot assessments.</i>

6. NAEP DIGITALLY-BASED FIELD TEST ASSESSMENTS

Accommodations for Students with Disabilities Provided Outside Test Delivery System

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Breaks during testing	Mathematics Reading	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	Provided by a school staff member. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics Reading	Provided by the school. A qualified sign language interpreter signs general directions, directions within the assessment, tutorial, Help, and Student Questionnaire screens. <i>Note: Not available for pilot assessments.</i>

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Familiar person present in testing room	Mathematics Reading	The school staff member who regularly works with the student must be present in the testing room during time of assessment. <i>Note: Only trained NAEP staff may conduct the assessment session.</i>
Other (specify)	Mathematics Reading	Read aloud to self, use of a whisper phone, a snack or water during testing, flexible scheduling during the day and testing blood sugar are allowed “Other” accommodations. No math charts or tables are allowed on NAEP. Instead, please see the accommodation “Calculator version of the test.” NAEP does not provide speech-to-text. Instead, please see the accommodation “Scribe.” Please contact Beth LaDuca , NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, away from other students, where there is access to special equipment, etc.
Presentation in sign language	Mathematics	Provided by the school. A qualified sign language interpreter signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in sign language	Mathematics Reading	Provided by the school. Students sign their responses to a scribe provided by the school who records the responses on the device. Please also select the “Scribe” accommodation.
Scribe	Mathematics Reading	Provided by the school. Student responds orally or by pointing to their answers to a scribe who records the student’s responses in the device.

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Separate location	Mathematics Reading	<p>Student is tested in a separate location to meet testing needs as appropriate.</p> <ul style="list-style-type: none"> • Refer to the universal design element “Individual testing experience” and the accommodation “Preferential seating” to determine if separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment (and third party software)	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Mathematics Reading	<p>Provided by the school. Cutout, masking, color overlays, line reader, or place marker.</p>

7. NAEP DIGITALLY-BASED FIELD TEST ASSESSMENTS

NAEP Accommodations for English Learners Provided by Test Delivery System

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Extended time	Mathematics Reading	<p>Students are given up to three times the allotted time to complete the assessment at their own pace.</p> <p><i>Note: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i></p>

8. NAEP DIGITALLY-BASED FIELD TEST ASSESSMENTS

NAEP Accommodations for English Learners Provided Outside Test Delivery System

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary (in any language)	Mathematics	<p>Provided by the school.</p> <p>A handheld electronic or hardcopy bilingual dictionary in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for- word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”</p>
Breaks during testing	Mathematics Reading	<p>Students are allowed to take breaks as requested or at predetermined intervals during the assessment.</p> <p>Students can take the assessment in more than one sitting during a single day.</p>
Cueing to stay on task	Mathematics Reading Science	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Mathematics Reading	<p>The school staff member who regularly works with the student must be present in the testing room during time of assessment.</p> <p><i>Note: Only trained NAEP staff may conduct the assessment session.</i></p>
Other (specify)	Mathematics Reading	<p>Read aloud to self, use of a whisper phone, a snack or water during testing, flexible scheduling during the day and testing blood sugar are allowed “Other” accommodations. No math charts or tables are allowed on NAEP. Instead, please see the accommodation “Calculator version of the test.” NAEP does not provide speech-to-text. Instead, please see the accommodation “Scribe.” Please contact Beth LaDuca, NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP</p>

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Preferential seating	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, away from other students, where there is access to special equipment, etc.
Separate location	Mathematics Reading	<p>Student is tested in a separate location to meet testing needs as appropriate.</p> <ul style="list-style-type: none"> • Refer to the universal design element “Individual testing experience” and the accommodation “Preferential seating” to determine if separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Mathematics Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Mathematics Reading	<p>Provided by the school. Cutout, masking, color overlays, line reader, or place marker.</p>

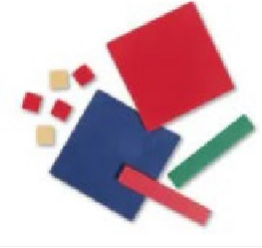





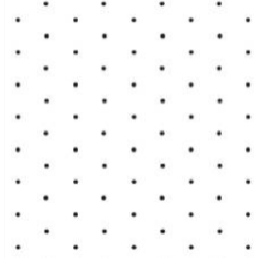
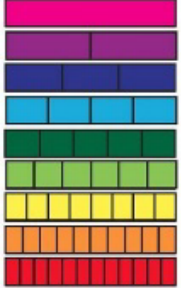
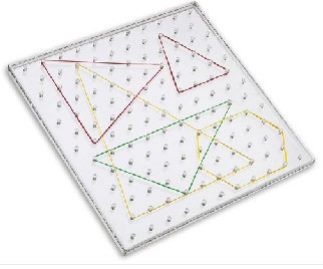
Appendix G: Manipulatives



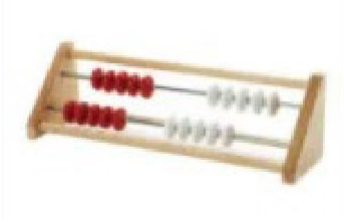
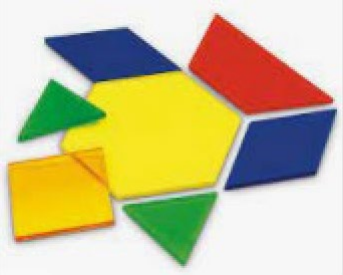
Manipulatives are tactile tools used by students to provide a concrete representation of a mathematical idea. They are widely used across Oregon, most commonly among elementary learners, and are especially useful to:

- Provide concrete ways for students to understand abstract ideas,
- Help students learn new concepts and connect to prior knowledge,
- Assist students with solving problems,
- Help students see and “play with” mathematical relationships, and
- Provide developmentally appropriate hands-on experience.

Manipulatives are non-embedded designated supports. Only those shown here are allowable for use during testing. Using manipulatives not included in this list will result in a testing impropriety and student test invalidation. See [Manipulatives](#) in Section 5.0 for more information.

Allowable Math Manipulatives

<p style="text-align: center;">Algebra Tiles</p> 	<p style="text-align: center;">Base Ten Blocks or Pieces</p> 	<p style="text-align: center;">Colored Chips (including those with positive and negative sides)</p> 
<p style="text-align: center;">Colored Tiles</p> 	<p style="text-align: center;">Counters (e.g., beans, blocks, craft sticks, tiles, or similar)</p> 	<p style="text-align: center;">Cuisenaire Rods</p> 
<p style="text-align: center;">Dot Paper (square or isometric)</p> 	<p style="text-align: center;">Fraction Strips or Pieces (unlabeled only)</p> 	<p style="text-align: center;">Geoboards and Bands</p> 

<p>Geometric Shapes (2D and 3D)</p> 	<p>Interlocking Cubes (e.g., Unifix, Omnifix)</p> 	<p>Number Rack (Rekenrek)</p> 
<p>Pattern Blocks</p> 		<p><i>*Trays, Containers, and Bins are allowed for storage and sorting</i></p>

If you would like to request the use of a manipulative not included in this list, please complete the *Recommendation for Accessibility Support* process in Appendix E.

Appendix H: OSAS Accessibility Worksheets

OSAS Accessibility Worksheets are linked below and can be found on the [ODE Assessment Administration Resources webpage](#), under the *General Accessibility Resources* section.

Alternate English Language Proficiency Assessment (Alt ELPA)

[PDF Worksheet](#) | [Fillable PDF](#)

English Language Arts (ELA) Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

English Language Proficiency Assessment (ELPA) Screener

[PDF Worksheet](#) | [Fillable PDF](#)

English Language Proficiency Assessment (ELPA) Summative

[PDF Worksheet](#) | [Fillable PDF](#)

Mathematics Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

Oregon Extended (ORExt) Assessments

[PDF Worksheet](#) | [Fillable PDF](#)

Science Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

Student Educational Equity Development (SEED) Survey

[PDF Worksheet](#) | [Fillable PDF](#)

Change Log

The in-text change log from previous versions of this manual has been replaced with the change log below.

Date	Description	Page(s)
1/14/2025	Updated system options for embedded accommodation Word Prediction from [On/Off] to [On without audio/On with audio/Off]. Updated description to include audio preview details.	47, 66
08/01/2024	System options were added to applicable embedded supports throughout section 5.0 Accessibility Supports in Alphabetical Order	17-49
08/01/2024	Guidance was added to section 1.0 Introduction to clarify application of the OAM to the SEED Survey.	4
08/01/2024	Section 1.3 Documenting Accessibility Supports was added to provide additional guidance to users.	8
08/01/2024	The Read aloud in Spanish support has been renamed Human read aloud (Spanish) to further differentiate it from the Text-to-speech support.	29-30
08/01/2024	The Read aloud support has been renamed Human read aloud to further differentiate it from the Text-to-speech support.	29
08/01/2024	English dictionary (non-embedded) is now classified as a designated support . It was previously classified as a universal tool. An educator must determine ahead of a testing session that a particular student requires a non-embedded English dictionary and provide that resource during the testing session.	26-27
08/01/2024	English thesaurus (non-embedded) is now classified as a designated support . It was previously classified as a universal tool. An educator must determine ahead of a testing session that a particular student requires a non-embedded English thesaurus and provide that resource during the testing session.	27
08/01/2024	Navigation language system option is now set to On by default. It was previously Off by default. This means on the ELA, Alt ELPA, ELPA Screener, and ELPA Summative, ALL students will be able to toggle navigation language between English and Spanish.	34-35
08/01/2024	Color choices is now an embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey. It was previously classified as a designated support. A new system option called Dynamic Color Choices allows students to change their own color choice within the test delivery system.	23-24

Date	Description	Page(s)
08/01/2024	Multiplication table is now a non-embedded accommodation allowable on the Mathematics assessment for ALL tested grades. It was previously available in grade 4 and above.	34