**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 (See “Recommendation for Accessibility Support” form below). 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.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations. State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state approved temporary accommodations as part of the annual Consortium accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

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 suggest a new accessibility support for the Accessibility Panel to consider, fill out the form on the following page in its entirety and submit it to ODE. Contact and address information is listed at the bottom of the form.

Recommendation for Accessibility Support

Date Submitted:

Name: School District:

Phone: Email:

Recommended Accessibility Support (include grade level of student(s):

[ ]  Embedded [ ]  Non-Embedded [ ]  Both

General Statewide Assessments

[ ]  Reading [ ]  Writing [ ]  Listening

[ ]  Mathematics [ ]  Science

Extended Assessments

[ ]  Reading [ ]  Writing

[ ]  Mathematics [ ]  Science

English Language Proficiency Assessments (ELPA)

Alternate English Language Proficiency Assessment (Alt ELPA)

[ ]  Reading [ ]  Writing

[ ]  Listening [ ]  Speaking

Description of recommended accessibility support:

How will students use the support in assessment (describe for each student):

Please describe or attach to this form a sample of student work using this support:

Provide a rationale (including research) for recommending this accessibility support:

Identify any factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request electronically to: ODE.AssessmentTeam@ode.oregon.gov