**OREGON’S APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT**

The Oregon Accessibility Manual identifies and describes the universal tools, designated supports, and accommodations available for Oregon’s summative assessments at this time. The specific universal tools, designated supports, and accommodations approved by the Smarter Balanced Consortium may change in the future if additional tools, supports, or accommodations are identified for the assessment based on member 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 the Oregon Department of Education for Oregon’s Accessibility Panel (OAP) to review (see Recommendation for Accessibility Support form below). The OAP uses current research, state practice, federal and state policy, and professional and technical expertise to guide its review.

Proposed changes to the list of universal tools, designated supports, and accommodations for the ELA and Math general assessments approved by the Oregon Department of Education (per OAP recommendation) are brought to the Consortium for review, input, and vote for approval. Proposed changes to the list of universal tools, designated supports, and accommodations for Oregon’s other statewide assessments approved by the Oregon Department of Education’s Director of Assessment (per OAP recommendation) are included in the Oregon Accessibility Manual (see Appendix E: Approval Process for New Accessibility Supports).

**Temporary Approvals**

Member states of the Consortium may issue temporary approvals (i.e., one summative assessment administration) for individual unique student designated supports or accommodations. If the OAP recommends consideration, Oregon’s state lead (i.e., Director of Assessment) will review and make a determination. If approved, the member state will send documentation of the approval to the Consortium. The Consortium will consider all members’ approved temporary designated supports or accommodations as part of the annual Consortium UAAG review process. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same designated support or accommodation during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to members a list of the temporary designated supports or accommodations issued by members that are not Consortium-approved and cannot be authorized for the next summative assessment administration.

On the following page is the Recommendation for Accessibility Support form that must be used when suggesting a new accessibility support for the OAP’s consideration. Please fill this form out in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form, please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded from the General Accessibility Resources section of the [Test Administration Resources webpage](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).

**Recommendation for Accessibility Support**

|  |  |
| --- | --- |
| Date Submitted:  Name:       School District:  Phone:       Email: | |
| Recommended Accessibility Support:  Recommended Category of Support:   * Universal Tool: * Designated Support: * Accommodation:   Provision of Support:   * Embedded: * Non-Embedded: * Both: | |
| OSAS Online | Reading  Writing  Listening  Mathematics  Science |
| Extended Assessments | Reading  Writing  Mathematics  Science |
| Kindergarten Assessment | Early Literacy  Early Math  Approaches to Learning |
| English Language Proficiency  Assessment (ELPA) | Reading  Listening  Writing  Speaking |
| Description of accessibility support: | |
| How will the student(s) use the support in assessment (describe for each): | |
| Provide the number of students at each grade level identified to use the support: | |
| Include a sample of student work using the support: | |
| Rationale for adding this support: | |
| Other factors that influence score validity when this support is used (e.g., English proficiency): | |

Please return this request to: Brad Lenhardt at [Brad.Lenhardt@state.or.us](mailto:Brad.Lenhardt@state.or.us); Fax 503-378-5156; or

Mail to: Brad Lenhardt, Office of Student Services; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310