

OSAS ACCESSIBILITY WORKSHEET

FOR THE ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Use this worksheet to document accessibility supports for individual students on the Oregon Statewide Assessment System (OSAS) tests. Review the [Oregon Accessibility Manual](#) (OAM) for full details on allowable supports.

Student Name: _____ Student ID: _____ Date: _____

Note: **Embedded supports** are delivered as part of the computerized test delivery system. **Non-embedded supports** are provided outside of that system, typically by the test administrator.

UNIVERSAL TOOLS

Universal tools are available to all students based on student preference and selection.

Embedded	Embedded	Embedded	Non-embedded
<input type="checkbox"/> Breaks	<input type="checkbox"/> Highlighter	<input type="checkbox"/> Mouse pointer	<input type="checkbox"/> Amplification devices
<input type="checkbox"/> Color choices	<input type="checkbox"/> Keyboard navigation	<input type="checkbox"/> _____	<input type="checkbox"/> Scratch paper
<input type="checkbox"/> _____	<input type="checkbox"/> Line reader	<input type="checkbox"/> Navigation language	
<input type="checkbox"/> Digital notepad	<input type="checkbox"/> _____	<input type="checkbox"/> Strikethrough	
<input type="checkbox"/> Dyslexia-friendly font	<input type="checkbox"/> Mark for review	<input type="checkbox"/> Writing tools	
<input type="checkbox"/> Expandable stimuli		<input type="checkbox"/> Zoom	

DESIGNATED SUPPORTS

Designated supports 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).

Embedded	Non-embedded	Non-embedded	Non-embedded
<input type="checkbox"/> Full screen mode	<input type="checkbox"/> Color overlays	<input type="checkbox"/> Medical supports	<input type="checkbox"/> Translate/interpret test directions & test navigation
<input type="checkbox"/> Masking	<input type="checkbox"/> Comforting presence	<input type="checkbox"/> Noise buffers	<input type="checkbox"/> Verbal description of graphics
<input type="checkbox"/> Print on request	<input type="checkbox"/> Communication system	<input type="checkbox"/> Sensory supports	<input type="checkbox"/> Written copy of test directions
<input type="checkbox"/> _____	<input type="checkbox"/> Human read aloud	<input type="checkbox"/> Separate setting	
<input type="checkbox"/> Print size	<input type="checkbox"/> Magnification device	<input type="checkbox"/> Student reads test aloud	
<input type="checkbox"/> _____	<input type="checkbox"/> Magnification software	<input type="checkbox"/> Support physical position of student	
<input type="checkbox"/> Streamlined interface mode	<input type="checkbox"/> Mark up tools		
<input type="checkbox"/> Turn off any universal tools	<input type="checkbox"/> Masking		

ACCOMMODATIONS

Accommodations are available only for students with a documented Individualized Education Program (IEP) or Section 504 plan*.

Embedded	Non-embedded	Non-embedded	Non-embedded
<input type="checkbox"/> Dictation (A311)	<input type="checkbox"/> Alternate response options (A302)	<input type="checkbox"/> Scribe (A312)	<input type="checkbox"/> Transfer student response (A317)
<input type="checkbox"/> ELPA domain exemption (A229)	<input type="checkbox"/> Answer choices on notecards (A232)	<input type="checkbox"/> Signed interpretation (A228)	<input type="checkbox"/> Word prediction software (A313)
<input type="checkbox"/> Listening	<input type="checkbox"/> Point-to support for multiple-choice responses (A220)	<input type="checkbox"/> Speech-to-text software (A311)	
<input type="checkbox"/> Reading			
<input type="checkbox"/> Speaking			
<input type="checkbox"/> Writing			
<input type="checkbox"/> Word prediction (A313)			
<input type="checkbox"/> _____			

* Students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer may use the speech-to-text and/or scribe accommodations (if they have sufficient experience with their use).