



Statewide Assessment Accessibility Supports

Meeting the Needs of All Students

Assessments provide teachers and parents with valuable information about student learning and progress. The Oregon Statewide Assessment System (OSAS) provides accurate measures of achievement and growth while challenging students to think critically and solve real-world problems. A core principle embedded within OSAS is accessibility for all students.

OSAS assessments are designed so that all students—including students who have exceptionalities or are learning English—can participate in the assessments and demonstrate what they know and can do. As a result, our annual tests include accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

Using the principles of universal design, these accessibility resources include, but are not limited to, Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages.

What are Accessibility Supports?

The [Oregon Accessibilities Manual](#) (OAM) and ODE training modules support educators in selecting accessibility supports that match student access needs. The following are the categories of support:

- ✓ **Universal Tools** are accessibility supports that are available to all students (e.g., digital notepad, scratch paper).
- ✓ **Designated Supports** are accessible to students for whom a need has been identified by school personnel familiar with each student's needs and the testing resources available (e.g., translated pop-up glossary).
- ✓ **Accommodations** are available to students with a documented need noted in an Individualized Education Program (IEP) or 504 Plan (e.g. Braille, closed captioning).

Developed with Experts

The OSAS design incorporates feedback from educators, students, and experts in the field. Advisory panels on statewide accessibility supports, English learners, and students with disabilities are also consulted to ensure that assessments are developed using principles of Universal Design and research-based test practices.

“[The OSAS assessments] do an outstanding job of measuring the right skills in the right way.”

--from [“Smarter Balanced passes the test, researchers say”](#)