2023-24
Oregon Accessibility Manual

- Mathematics
- English Language Arts
- Science
- Extended Assessments
- English Language Proficiency
- Student Educational Equity Development Survey

WITH ADDITIONAL GUIDANCE FOR NAEP

OREGON **DEPARTMENT OF EDUCATION**

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Contributors

Contributing Organizations

Contents

Oregon Accessibility Manual Changes for 2023-24

The format of the 2023-24 Oregon Accessibility Manual has been restructured for increased user friendliness, based on feedback from the Oregon Accessibility Panel and the Assessment Advisory Committee.

Accessibility supports are now listed in classification tables (i.e., universal tool, designated support, accommodation) which also indicate assessment(s) on which each support is available or allowable. These tables are found in sections 2.0-4.0. Section 5.0 lists the details, description, and recommendations for use for each accessibility support in alphabetical order. Additionally, some supports previously classified as non-embedded universal tools were re-classified as non-embedded designated supports (e.g., multiplication table on the Science assessment). Non-embedded designated supports are allowable for ANY student for whom the need has been indicated by an educator. The need for an educator to identify and provide these supports makes them designated supports by implementation, and not universal tools, which are available to all students and utilized based on student preference. Lastly, some supports were re-named, combined with other supports, or removed, to streamline and align supports across tests. See Appendix H: 2023-24 updates for a full list of changes.

Please contact Mason Rivers, Special Education Assessment Specialist, with questions or comments regarding the Oregon Accessibility Manual.

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, including 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.

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 OAM. 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 match those used during instruction,

though not all instructional supports are viable for assessment. 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. For the ELA and Mathematics assessments, the Smarter Balanced Assessment Consortium maintains a standing committee, including representatives from member states, which reviews suggested additional accessibility features to determine if changes are warranted. Proposed changes to the list of universal tools, designated supports, and accommodations are brought to governing members for review, input, and vote for approval.

Furthermore, for ELA and mathematics assessments, member states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. State leads from members of the Smarter Balanced Assessment Consortium will evaluate formal requests for unique accommodations/ designated supports and determine whether the request poses a threat to the measurement of the construct.

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

To request a temporary approval (i.e., one summative assessment administration) 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 document focuses on accessibility supports (i.e., universal tools, designated supports, and accommodations) for the OSAS. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during an assessment. The OAM is also supported by 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 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	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.
	Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.
	Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans <u>except</u> 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.

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 (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program [IEP] or 504 plan). 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. 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 universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, 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 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
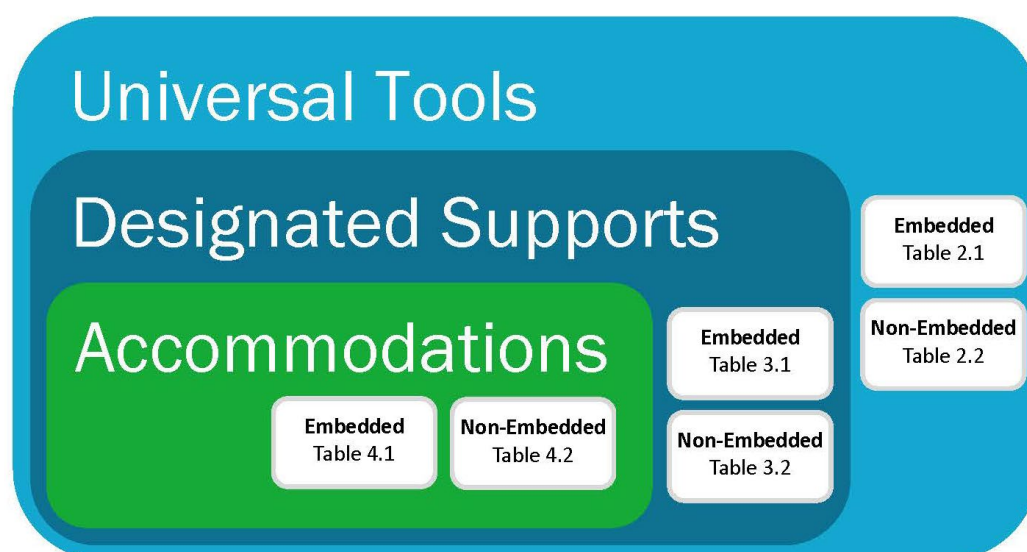
1.2 Modifications

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 state's 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 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 Trainers, 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 Trainer	• Section 1.0 Introduction • Sections 2.0 – 4.0 Accessibility Tables • Section 5.0 Accessibility Descriptions • Appendices A – H
Test Administrator Qualified Assessor	• 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 or allowable 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	16
Audio support	No	No	No	Yes	Yes	No	Yes	No	No	16
Breaks (online tests)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	18
Calculator	No	No	No	No	No	Yes^	No	Yes	No	19
Digital notepad	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	22
English dictionary	No	No	Yes	No	No	No	No	No	No	22
English thesaurus	No	No	Yes	No	No	No	No	No	No	22
English glossary	No	Yes	Yes	No	No	Yes	No	No	No	22
Expandable stimuli	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	23
Global notes	No	No	Yes	No	No	No	No	No	No	23
Highlighter	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	23
Keyboard navigation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	24
Line reader	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	24

UNIVERSAL TOOL NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Mark for review	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	26
Math tools	No	No	No	No	No	Yes	No	No	No	27
Mouse pointer	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	27
Navigation language	Yes	Yes	Yes	Yes	Yes	No	No	No	No	28
Paginated item groups	No	Yes	No	Yes	Yes	Yes	No	No	No	28
Periodic Table	No	No	No	No	No	No	No	Yes^	No	28
Response recovery	No	No	Yes	Yes	Yes	Yes	No	No	Yes	31
Spell check	No	No	Yes	Yes	Yes	Yes	No	No	Yes	35
Strikethrough	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	35
Writing tools	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	40
Zoom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	41

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	16
Breaks (paper tests)	No	No	No	Yes	Yes	No	Yes	No	Yes	19
English dictionary	No	No	Yes	No	No	No	No	No	No	22
English thesaurus	No	No	Yes	No	No	No	No	No	No	23
Scratch paper	Yes	Yes	Yes	Yes	Yes	Yes^	Yes	Yes	Yes	31

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 or allowable 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
Color choices	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	20
Dictation (speech-to-text)	*	*	*	*	*	Yes	No	Yes	Yes	21
Full screen mode	Yes	No	No	No	No	No	No	No	No	23
Masking	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	26
Print on request	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	29
Print size	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	29
Streamlined interface mode	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	35
Text-to-speech (TTS)	No	Yes^	Yes	No	No	Yes	No	Yes	Yes	36
Translations (dual language)	No	No	No	No	No	Yes	No	Yes	Yes	38
Translations (glossaries)	No	No	No	No	No	Yes	No	No	No	39
Turn off any universal tools	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	39

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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	15
Abacus	No	No	No	No	No	Yes	Yes	Yes	No	15
Bilingual dictionary	No	No	Yes	No	No	No	No	No	No	17
Calculator	No	No	No	No	No	Yes^	Yes	Yes	No	19
Color overlays	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	20
Comforting presence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	20
Communication device	Yes	No	No	No	No	No	Yes	No	No	21
Magnification device	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	24
Magnification software	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	24
Manipulatives	No	No	No	No	No	Yes^	Yes^	Yes^	No	25
Mark up tools	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	26
Masking	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	27
Medical supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	27
Multiplication table	No	No	No	No	No	*	Yes^	Yes	No	27
Noise buffers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	28
Periodic table	No	No	No	No	No	No	Yes^	Yes^	No	28
Printed writing item response forms	No	No	No	No	No	No	Yes	No	No	29
Read aloud	Yes	Yes^	Yes	*	*	Yes	Yes^	Yes	Yes	30
Read aloud in Spanish	No	No	No	No	No	Yes	No	Yes	No	30
Scribe	*	Yes	*	*	*	Yes	Yes	Yes	Yes	31
Sensory supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	32
Separate setting	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	32
Simplified test directions	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	33
Student reads test aloud	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	35

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Support physical position of student	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	35
TouchPoints	No	No	No	No	No	Yes	Yes^	No	No	36
Translate/interpret test directions & test navigation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	37
Verbal description of graphics	Yes	No	No	No	No	No	No	No	No	39
Written copy of test directions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	40

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 or allowable 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	15
Audio transcript (A231)	No	Yes^	Yes^	No	No	No	No	No	No	17
Braille (A218)	No	Yes	Yes	No	No	Yes	No	Yes	Yes	17
Closed captioning (A224)	No	Yes^	No	No	No	No	No	No	No	20
Dictation (speech-to-text) (A311)	Yes	Yes	Yes	Yes	Yes	~	No	~	~	21
ELPA domain exemptions (A229)	Yes	No	No	Yes	Yes	No	No	No	No	22

ACCOMMODATION NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Text-to-speech (A225)	No	Yes^	~	No	No	~	No	~	~	36
Word prediction (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	39

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	15
Alternate response options (A302)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15
Answer choices on notecards (A232)	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	16
Braille (A221)	No	No	No	Yes	Yes	No	Yes	No	No	18
Large print (A201)	No	No	No	No	No	No	Yes	No	No	24
Multiplication table (A603)	No	No	No	No	No	Yes^	Yes^	~	No	27
Point-to support for multiple-choice responses (A220)	Yes	No	No	No	No	No	Yes	No	No	29
Read aloud (A227)	~	Yes^	~	Yes^	Yes^	~	~	~	~	30
Scribe (A312)	Yes	~	Yes	Yes	Yes	~	~	~	~	31
Signed interpretation (A228)	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	32
Specialized calculator (A602)	No	No	No	No	No	Yes^	Yes	Yes	No	33
Speech-to-text (STT) software (A311)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	34
Transfer student response (A317)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	37
Translate/interpret test content (A233)	No	No	No	No	No	No	Yes^	No	No	37
Word prediction software (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	40

5.0 Accessibility Supports Details, Descriptions, and Recommendations for Use in Alphabetical Order

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 ("Other") 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.

[Return to non-embedded designated supports]() - [Return to non-embedded accommodations]()

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.

[Return to non-embedded designated supports]()

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, StickyKeys, MouseKeys, FilterKeys, 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.

[Return to non-embedded accommodations]()

American Sign Language (ASL), accommodation code: A223

Details: Embedded accommodation available on ELA (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.

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 feature 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 and 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 most tasks. Except for the text in drag-and-drop text and the text in a word bank, audio support is available for the following:

- ELPA speaking – tasks have audio support for most (but not all) components;
- ELPA listening – tasks have audio support for all components;
- ELPA writing – tasks have audio support for all components except for inline editing tasks;
- ELPA reading – audio support is available only for read-along tasks and for all kindergarten tasks and items;
- 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.

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[Return to embedded universal tools](#)

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Audio transcript, accommodation code: A231

Details: Embedded accommodation available on ELA 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 in order 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.

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[Return to embedded accommodations](#)

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Bilingual dictionary

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

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.

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[Return to non-embedded designated supports](#)

</div>

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 (paper or thermoform). 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

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

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, standard 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.

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 Test 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 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 typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. 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.

Color choices

Details: Embedded designated support 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.

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 Non-Test Administrator Assurance of Test Security form.

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 serving as the comforting presence must complete security training before participating in the test session. 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*.

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Return to non-embedded designated supports
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Communication device

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

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.

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

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Return to non-embedded designated supports
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Dictation (speech-to-text), accommodation code: A311

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

Embedded **accommodation** available on ELA, Alt ELPA, ELPA Summative, and ELPA Screener.

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.

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 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, which is transcribed as text in the item response area.

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.

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 and will require the district to mark this as a restricted resource for that student in the OSAS Test Information Distribution Engine (TIDE) prior to test administration.

Recommendations for use: Refer to the Test Administration Manual for guidance on determining which students may benefit from this accommodation.

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. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

English dictionary (non-embedded)

Details: Non-embedded universal tool allowable on ELA PT (performance task) full writes.

Description: A physical 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 universal tool may result in the student needing additional overall time to complete the assessment.

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.

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 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.

English thesaurus (non-embedded)

Details: Non-embedded universal tool allowable on ELA PT (performance task) full writes.

Description: A physical 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 universal tool may result in the student needing additional overall time to complete the assessment.

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.

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. Full screen mode may need to be exited at the end of the test to access the "end test" button.

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.

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.

Keyboard navigation

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

Description: Navigation throughout text 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 [Test 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: Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. Students use this onscreen tool to focus attention on individual lines of text on the screen, one by one.

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 TA 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.

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Manipulatives

Details: Non-embedded designated support allowable on Math, Science, and ORExt. 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 ORExt (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, 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 ORExt only:
- Balance, including "Hands-on-Math Algebra" balance
- Counters, which may include bundles of ten
- Dice
- Dominoes or checkers
- Egg cartons of various sizes* (possibly covered)
- Legos
- Marbles or colored cubes and containers*(possibly covered)
- Measuring cups and spoons with marks and text
- Patty paper (small square sheets)
- Play money
- Playing cards or numbered cards
- Scissors* (is this a manipulative?)
- Spinners
- Stopwatch
- String
- Tangrams
- Tiles* (already covered)

- Touch math cards*
- Transparent sheets, mirrors, MIRATM – 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.

Return to non-embedded designated supports

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. Flags are not saved when the student moves on to the next segment or after a break of more than 20 minutes.

Return to embedded universal tools

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.

Return to non-embedded designated supports

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.

Return to embedded designated supports

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 Specification 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.

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 in grade 4 and above (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.

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.

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](#) and [Spanish](#).

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

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Point-to support for multiple-choice responses, accommodation code: A220

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

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 "point-to" accommodation.

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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. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Students may use pencils/pens/markers/highlighters 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.

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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.

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.

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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 students 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.

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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.

It is important to note that the ELPA Screener and ELPA Summative have very few items that lack audio support. A given student may not encounter any such items during their testing.

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.

<div align="center">Return to non-embedded designated supports – Return to non-embedded accommodations</div>

Read aloud in 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 use of a separate setting.

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).

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 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 must be made available to students beginning in 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 a student's 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 and SEED Survey.

Non-embedded accommodation allowable on ELA PT, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: 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 via the human scribe and to view what was produced while composing via dictation 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 Test 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.

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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.

Return to non-embedded designated supports

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.

Return to non-embedded designated supports

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 A: 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.

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Simplified test directions

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

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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 psychical 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.

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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 taking that the students AT device does not have access to 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 student's 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.

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.

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.

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.

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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 OGExt, 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](#).

* All or portions of the approved content may be read aloud via embedded text-to-speech technology.

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 *[Read-aloud](#)* designated support is available for students using the Braille Interface who require read-aloud support for ELA items.

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TouchPoints

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

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 prior to beginning the actual test. Test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) may 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.

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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 stimuli.

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 spellcheck their response in either language. If text-to-speech (TTS) and/or dictation are enabled in additional to the dual language translation, the student may use these supports in their constructed response, in addition to spellcheck.

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, 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. Students participate in the assessment regardless of the language. This support may increase the reading load and cognitive load.

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 also select the audio icon next to the 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.

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

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 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, 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.

Note: The current embedded word prediction tool does not support audio preview of suggested words. If a student requires the audio preview function in word prediction, they should use a non-embedded word prediction software that supports that feature.

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.

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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.

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.

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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 (e.g., bold, italic, bullets, undo/redo, etc.) are available for all student-generated responses.

The Alt ELPA only has cut, copy, and paste functionality.

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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.

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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.

<div align="center">

[Return to embedded universal tools](#)

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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.

> *Note for 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 record and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file. For more information on accommodations and accessibility supports, consult this document and the Test Administration Manual found on ODE's Test Administration page.

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 content areas except the ELPA. In addition to the respective support tables, 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., 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 assessments.

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
Per the support tables above, a qualified signed test interpreter may interpret student directions for all of Oregon's Statewide Assessments. 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
- Meet OAR 581-015-2035 minimum standard (see below)
- 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 and Science terminology (see "Resources" below).
- Use the relevant ELA, Math, Science, or OARExt sample questions to practice interpreting test items in the subject area they will be interpreting (see "Resources" below).

Qualifications 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.
- 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.
- The teacher must also meet the other items above:
  - 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 (see "Resources" below) 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 test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Sign language interpreters should review content standards and test items for information on vocabulary (see "Resources" below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- 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. Complete guidance on the mathematics read-aloud support is available on the Test Administration Resources webpage within the ELA and Mathematics Accessibility Resources.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:
- 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):
- 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 intent 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 (see below).
- 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.
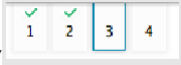
Resources
Test Administration Manual
Sample Tests
OAR 581-015-2035: Minimum Standards for Sign Language Interpreters Serving Students in Public School

Appendix C: Embedded Accessibility Support Settings

Universal Tools (Editable in the TA Interface Only)

Test Setting and Editability	Options *Bold is the Default*	Notes
English Dictionary 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 PTs only.
English Thesaurus 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 ELA PTs.
Expandable Items and Stimuli 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:** *Not applicable*	Allows student to expand the item section. *Note: This tool appears next to the stimulus context menu.*
Global Notes TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PTs:** **On** Off **All other tests:** *Not available*	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.
Highlighter TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Science, Alt ELPA, SEED Survey:** **On** Off **ELPA Screener and ELPA Summative: Always On**	Allows students to select the text on the screen and then select **Highlight Selection** from the context menu. 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.
Line Reader TA Interface Only	**All Tests:** **On** Off	Allows student to highlight an individual line of text in a passage or question. This tool is not available while the

Test Setting and Editability	Options *Bold is the Default*	Notes
State, DTC, DLU, STC, TA, TT	Continued...	Highlighter tool is in use.
Mark for Review TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Alt ELPA:** **On** Off **All other tests: Always On**	Allows student to mark a question for review, from the context menu. 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.
Mouse Pointer TA Interface Only State, DTC, DLU, STC, TA, TT	**All tests:** **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	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.
Navigation Language TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, ELPA:** **Off** On	This tool allows the student to change the language of all navigation buttons and menu option labels via the cog wheel.
Paginated Item Groups TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, Math CAT:** **On** Off **Math PT, Science:** Not supported **ELPA Tests:** Always On	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.
Response Recovery TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT, Math PT, ELPA, SEED Survey:** **On** Off **Science:** Not supported	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.
Strikethrough TA Interface Only State, DTC,	**All Tests:** **On** Off	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words. Strikethrough on items persists across logout/resume within the 20 minute pause

Test Setting and Editability	Options *Bold is the Default*	Notes
DLU, STC, TA, TT	Continued...	rule, and on any item page that is still visible upon resume after the pause rule is in effect.

Embedded Designated Supports

Test Settings and Editability	Options *Bold is the Default*	Notes
Color Choices TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** **Black on White** Black on Pink Red on White White on Red Yellow on Black **Math, ELA:** Medium Gray on Light Gray Yellow on Blue Reverse Contrast **Science:** Black on Blue Black on Yellow Medium Gray on Light Gray Yellow on Blue **ELPA Tests:** Black on Blue Black on Cream Yellow on Blue Reverse Contrast	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.
Full Screen Mode TIDE Only State, DTC, DLU, STC, TA	**Alt ELPA:** **Off** On **All other tests:** *Not supported*	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.
Glossary: ELA & Math – TIDE Only ELA PT & Math PT – TIDE Only State, DTC, DLU, STC, TA	**ELA:** **English Glossary** *(universal tool)* No Glossary **Math:** **English Glossary** *(universal tool)* Arabic Arabic & English Arabic, English, & Illustration Burmese Burmese & English Burmese, English, & Illustration Cantonese Cantonese & English Cantonese, English, &	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. Language options for Glossaries vary by assessment. Not all options listed are available for all tests. Math PT foreign language glossaries must be set in TIDE prior to the student starting the test.

Test Settings and Editability	Options *Bold is the Default*	Notes
Glossary	Illustration Filipino Filipino & English Filipino, English, & Illustration Hmong Hmong & English Hmong, English, & Illustration Illustration Illustration & English Korean Korean & English Korean, English, & Illustration Mandarin Mandarin & English Mandarin, English, & Illustration Punjabi Punjabi & English Punjabi, English, & Illustration Russian Russian & English Russian, English, & Illustration Somali Somali & English Somali, English, & Illustration Spanish Spanish & English Spanish, English, & Illustration Ukrainian Ukrainian & English Ukrainian, English, & Illustration Vietnamese Vietnamese & English Vietnamese, English, & Illustration No Glossary **All other tests:** Not supported	Continued...
Masking TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** On **Off**	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.
Presentation *(Must be assigned to the student prior to the start of testing)*	**Math, Science:** **English** Spanish (designated support) Braille (Accommodation) **ELA:** **English**	The presentation in which the student is taking the test. Spanish translation is available for Math & Science. Braille is available for Science, ELA and Math. Upon selecting

Test Settings and Editability	Options *Bold is the Default*	Notes
Science, ELA CAT & Math CAT – TIDE & TA Interface ELA PT & Math PT – TIDE Only State, DTC, DLU, STC, TA	Braille (Accommodation) **ELPA Tests:** Not supported **SEED Survey:** **English** Spanish (designated support) Braille (Accommodation) Russian (designated support) Vietnamese (designated support) Simplified Chinese - Mandarin (designated support) Traditional Chinese - Cantonese (designated support)	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.
Print on Request TIDE & TA Interface State, DTC, DLU, STC, TA	**Math & ELA:** **Off** Items Stimuli Stimuli & Items **Science:** **Off** Stimuli & Items **ELPA:** **Off** Items Stimuli Stimuli & Items	This accessibility support permits students to request printouts of test content. **None** — Students cannot request printing of any test stimuli or questions. **Stimuli** — Students can request printing of any stimuli. **Items** — Students can request printing of any questions (including answer options). **Stimuli and Items** — Students can request printing of any test stimuli and questions (including answer options). **Note: Print on Request may be changed in the TA interface for all tests.** 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 *Test Administration Manual*.
Print Size TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** **Default/No Zoom = 1X** Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X	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. *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.*
Streamlined Interface Mode	**Math & ELA:** **Off** On	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout

Test Settings and Editability	Options *Bold is the Default*	Notes
TIDE Only State, DTC, DLU, STC, TA	**Science:** **Off** On **Alt ELPA:** Off **On** **ELPA, SEED Survey:** Not supported	makes the test page more accessible for students testing with screen-readers.
Text-to-Speech Stimuli/Stimuli & Items for OSAS Summative ELA are Accommodation Only. Use must be written into a student's IEP/504 plan. Undocumented use results in invalidation. TIDE Only State, DTC, DLU, STC, TA	**Math, ELA PT, SEED Survey:** **Off** Items (Designated Support) Stimuli (Designated Support) Items & Stimuli (Designated Support) **ELA-CAT:** **Off** Items (Designated Support) Stimuli (Accommodation) Items & Stimuli (Accommodation) **Science:** **Off** Stimuli & Items (Designated Support) **ELPA Tests:** *Not supported*	The TTS accessibility support provides students with the ability to listen to sections of test content. Off — The student cannot listen to any stimuli or items on the test. Stimuli — The student can only listen to stimuli. Items — The student can listen to questions on the test (including answer options). This is a designated support. Items & Stimuli – The student can listen to both questions and stimuli. *English TTS is available on ELA, Math, and Science tests. Spanish TTS is available on Math and Science tests.* For students receiving the test in English, the TTS is delivered through the computer's native voice pack. As a result, the sound quality will vary based on the computer's operating system. For students receiving the test in Spanish, the district must first install a Spanish 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. When TTS is on, students will also have the ability to listen back to their written responses in text fields on constructed response items.
TTS Tracking TIDE & TA Interface	**ELA, Math, Science, SEED Survey:** **Off** On **ELPA Tests:** Not supported	Where TTS is turned on, the words are highlighted as they are read aloud.

Embedded Accommodations (Editable ONLY in TIDE unless otherwise specified)

Test Settings and Editability	Options *Bold is the Default*	Notes
Accommodations Flag (Number of Accommodations) TIDE Only State, DTC, DLU, STC, TA	**All Tests:** **None** One or more	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.
American Sign Language TIDE Only State, DTC, DLU, STC, TA	**Math, ELA, SEED Survey:** **Off** On **All other tests:** Not supported	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. *ASL must be set in TIDE for all PTs prior to the student logging in to the test.*
Audio Transcript ELA listening passages – TIDE Only State, DTC, DLU, STC, TA	**ELA CAT (Listening Stimuli):** **Off** On **All other tests:** Not supported	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. Available for ELA listening passages.
Braille Type TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **UEB Contracted** Not Applicable UEB Uncontracted **Math:** **UEB Contracted with Nemeth Math** UEB Uncontracted with Nemeth Math **Science:** **UEB Contracted with Nemeth Math** **ELPA Tests:** Not supported	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. 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.
Closed Captioning TIDE Only State, DTC, DLU, STC, TA	**ELA CAT:** **Off** On **All other tests:** Not supported	Enables closed captions for audio.
Dictation (Embedded	ELA PT, Math PT, SEED Survey, Alt ELPA, ELPA Screener, ELPA	Embedded Speech-to-Text transcribes spoken student responses to text on

Test Settings and Editability	Options *Bold is the Default*	Notes
Speech-to-Text) TIDE Only State, DTC, DLU, STC, TA	**Summative:** **Off** On **All other tests:** Not supported	constructed response items.
Emboss TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **None** Stimuli & Items **Math, Science, SEED Survey:** **Stimuli & Items** **ELPA Tests:** Not supported	Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.
Emboss Request Type TA Interface Only State, DTC, STC, TA	**Math, Science: Auto-request** **ELA, SEED Survey:** **On-Request** Auto-request **ELPA:** Not supported	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. *Emboss Request Type options vary by assessment. Not all options are available for all tests.*
ELPA Domain Exemptions *ELPA domain exemptions must be assigned to the student prior to the start of testing* TIDE Only State, DTC, DLU	**ELPA Summative:** **No Exemptions** Listening Reading Speaking Writing **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 **All other tests:** Not supported	Some students may be exempted from specified ELPA domains based on their IEP. 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.*
Mute System Volume	**ELA CAT:** **On: Read Items Only Aloud**	*This feature is only available on Math & ELA Braille tests.*

Test Settings and Editability	Options *Bold is the Default*	Notes
Only available when Presentation is set to Braille TA Interface Only State, DTC, DLU, STC, TA	**(Designated Support)** Off: Read Items and Passages Aloud (Accommodation) **ELA PT, Math** **Off: Read Items and Passages Aloud (Designated Support)** On: Read Items Only Aloud (Designated Support) **All other tests:** *Not supported*	Allows screen reader software to read aloud either items or items and passages to students using approved screen readers on Braille tests.
Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations) TIDE Only State, DTC, DLU, STC, TA	**All tests:** **Off** On	Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.
Word Prediction TIDE Only State, DTC, DLU, STC, TA	**ELA PT, Math PT, SEED Survey, Alt ELPA, ELPA Screener, ELPA Summative:** **Off** On **All other tests:** Not supported	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.

Appendix D: The Oregon Accessibility Panel

The Oregon Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations submitted by the field for students taking the 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 in an AM or PM 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 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)

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 (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.

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 [Assessment Accessibility Supports](#) webpage.

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: mason.rivers@ode.oregon.gov.

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.

From January 29 – March 8, 2024, NAEP will administer state and national assessments of mathematics and reading at grades 4 and 8, as well as a national assessment of science at grade 8 and national assessments of mathematics and reading at grade 12. In addition, NAEP will conduct pilot tests of new mathematics and reading items at grades 4 and 8. NAEP will not administer assessments to students who participate only in distance learning. Each selected student will take an assessment in one subject on a NAEP-owned device such as a Chromebook or Microsoft Surface Pro tablet. For NAEP 2024, NAEP will ask to use school-based Internet, when possible, to conduct the assessment. The program will work with districts and schools to determine if this is feasible for each school.

Along with the state mathematics and reading assessments at grades 4 and 8, NAEP will again conduct the National Indian Education Study (NIES). Every American Indian or Alaska Native student sampled for NAEP will also receive an NIES survey with questions about their educational experiences in and out of school. Their teachers and principals will also receive NIES surveys.

High schools selected for the national grade 12 assessments will also participate in the High School Transcript Study (HSTS), which involves the collection of student transcripts and course catalogs. This information will be used to examine coursetaking patterns of students and relate those patterns to educational achievement and NAEP assessment data.

The results from NAEP are published as [The Nation's Report Card](#). For 2023 – 2024, NAEP plans to report student performance for the state and national assessments of mathematics and reading and the national assessment of science. The National Assessment Governing Board will release the grade 4 and grade 8 mathematics and reading results in Winter 2024 – 2025. This is later than the usual NAEP release schedule to allow time for NCES to complete analysis of the comparability between assessments administered on Chromebooks and Surface Pros. Results from the national grade 8 science assessment and the grade 12 mathematics and reading assessments as well as the NIES and HSTS reports will come out approximately a 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 digitally-based mathematics, reading, and science assessments. 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 digitally-based assessments. The second section includes NAEP accommodations for students with disabilities provided by the digital test delivery system, while the third section lists NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section includes NAEP accommodations for English learners provided by the digital test delivery system, and the fifth section lists NAEP accommodations for English learners provided outside the test delivery system.

1. NAEP DIGITALLY-BASED ASSESSMENTS
Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Closed captioning	Mathematics Reading Science	All voice-over narration is closed-captioned.
Color theming	Mathematics Reading Science	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background *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."*
Directions explained / clarified	Mathematics Reading Science	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 Science	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 Science	Students can gray out answer choices for multiple-choice items. *Note: This tool is not available for constructed-response items.*
Individual testing experience	Mathematics Reading Science	Read Aloud and other UDE and accommodations are provided through the device and will not distract other students in the room. • 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 Science	Students select some or all text to be read aloud by the system using text-to-speech.
Scratch paper	Mathematics Reading Science	Administrators inform students that scratch paper (and pencil) available upon request.
Scratch work / highlighter capability	Mathematics Reading Science	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 Science	All students respond on NAEP-provided devices, either a Chromebook or a Microsoft Surface Pro.
Volume adjustment	Mathematics Reading Science	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.

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Zooming	Mathematics Reading Science	Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. *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."*

2. NAEP DIGITALLY-BASED 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 Science	Students are given up to three times the allotted time to complete the assessment at their own pace. *Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Hearing contrast for visually impaired students	Mathematics Reading Science	Provides a test form that has all auditory content closed-captioned. For NAEP 2024, all content can be closed-captioned, so student will receive their originally assigned form.
High contrast for visually impaired students	Mathematics Reading Science	Provides a test form with all content that is compatible with high contrast. *Note: Not available for pilot assessments.*
Low mobility version of test	Mathematics Reading Science	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. *Note: Not available for pilot assessments.*
Magnification	Mathematics Reading Science	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. *Note: See "Zooming" under universal design elements to determine if students need this additional magnification. Not available for pilot assessments.*

3. NAEP DIGITALLY-BASED ASSESSMENTS
Accommodations for Students with Disabilities Provided Outside Test Delivery System

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Braille version of the test	Mathematics Reading Science	A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP offers two versions: UEB plus Nemeth or UEB only. • Students can use a scribe to record their answers (select Scribe accommodation). • Students can use a Braille output device provided by the school (select Special Equipment accommodation). *Note: Not available for pilot assessments.*
Breaks during testing	Mathematics Reading Science	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 Science	Provided by a school staff member. • 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 Science	Provided by the school. A qualified sign language interpreter signs general directions, directions within the assessment, tutorial, Help, and Student Questionnaire screens. *Note: Not available for pilot assessments.*
Familiar person present in testing room	Mathematics Reading Science	The school staff member who regularly works with the student must be present in the testing room during time of assessment. *Note: Only trained NAEP staff may conduct the assessment session.*
Other (specify)	Mathematics Reading Science	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.

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Preferential seating	Mathematics Reading Science	Provided by the school. • 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 Science	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. *Note: Not available for pilot assessments.*
Response in sign language	Mathematics Reading Science	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. *Note: Not available for pilot assessments.*
Scribe	Mathematics Reading Science	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. *Note: Not available for pilot assessments.*
Separate location	Mathematics Reading Science	Student is tested in a separate location to meet testing needs as appropriate. • 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 Science	Provided by the school. • 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 Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

4. NAEP DIGITALLY-BASED ASSESSMENTS
NAEP Accommodations for English Learners Provided by Test Delivery System

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Directions only translated to Spanish	Mathematics Reading Science	All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. *Note: Not available for grade 12 or pilot assessments.*
Directions read aloud / text-to-speech (Spanish)	Mathematics Reading Science	All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. *Note: Must be paired with "Directions only translated to Spanish." Not available for grade 12 or pilot assessments.*
Extended time	Mathematics Reading Science	Students are given up to three times the allotted time to complete the assessment at their own pace. *Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Read aloud / text-to-speech (Spanish) – occasional or most or all	Mathematics Science	All Spanish translated content is text-to-speech enabled. *Note: Must be paired with "Spanish/English Version of the Test" Not allowed for grade 12 or pilot assessments.*
Spanish / English version of the test	Mathematics Science	All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. *Note; Not allowed for grade 12 or pilot assessments.*

5. NAEP DIGITALLY-BASED 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 Science	Provided by the school. 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."
Breaks during testing	Mathematics Reading Science	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 Science	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task

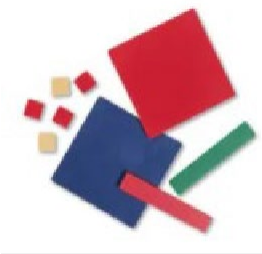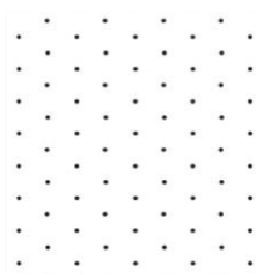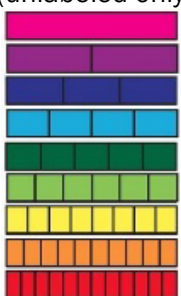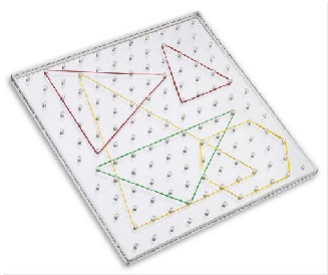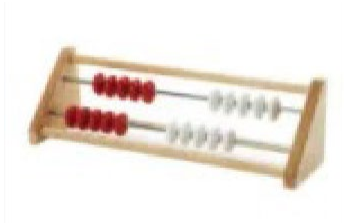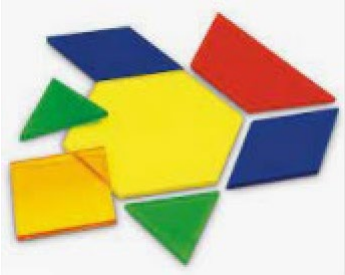| NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Cuing to stay on task	Mathematics Reading Science	• Provide verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Mathematics Reading Science	The school staff member who regularly works with the student must be present in the testing room during time of assessment. *Note: Only trained NAEP staff may conduct the assessment session.*
Other (specify)	Mathematics Reading Science	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 Science	Provided by the school. • 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 Science	Student is tested in a separate location to meet testing needs as appropriate. • 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 Science	Provided by the school. • 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 Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

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
- 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 Table 2.4 for more information.

Allowable Math Manipulatives

Algebra Tiles	Base Ten Blocks or Pieces	Colored Chips (including those with positive and negative sides)
Colored Tiles	Counters (e.g., beans, blocks, craft sticks, tiles, or similar)	Cuisenaire Rods
Dot Paper (square or isometric)	Fraction Strips or Pieces (unlabeled only)	Geoboards and Bands

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

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: 2023-24 Updates

ELA/Math Non-embedded Universal Tools

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Auditory amplification devices, hearing aids	Renamed Amplification devices

ELA/Math Non-embedded Designated Supports

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Magnification	Split between Magnification software and Magnification device
Translated Test Directions	Renamed Translate/interpret test directions and test navigation

ELA/Math Non-embedded Accommodations

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Calculator (A602)	Renamed Specialized calculator (A602)

Science Non-embedded Universal Tools

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
100s number table	Reclassified as a non-embedded designated support
Auditory amplification devices, hearing aids, external speakers, noise buffers	Renamed Amplification devices
Calculators	Reclassified as a non-embedded designated support
Highlighter	Incorporated into Mark up tools
Marker, pen, and pencil	Incorporated into Mark up tools and Scratch paper
Multiplication table	Reclassified as a non-embedded designated support
Periodic table	Reclassified as a non-embedded designated support
Response aids	Incorporated into Alternate response options and Scratch paper

Science Non-embedded Designated Supports

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Interpret directions orally	Renamed Translate/interpret test directions and test navigation
Magnification	Split between Magnification software and Magnification device
Recording device	Removed from the OAM
Translated test directions	Renamed Translate/interpret test directions and test navigation

ORExt Non-embedded Universal Tools

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Abacus	Reclassified as a non-embedded designated support

Auditory amplification devices, hearing aids, noise buffers	Renamed Amplification devices
Calculators	Reclassified as a non-embedded designated support
ELA Writing Item Consumables	Reclassified as a non-embedded designated support and renamed Printed writing item response forms
Highlighter	Incorporated into Mark up tools
Manipulatives	Reclassified as a non-embedded designated support
Marker, pen, and pencil	Incorporated into Mark up tools and Scratch paper
Markers	Removed from the OAM (hiding test content is allowed through Masking and marking text is allowed with Mark up tools)
Posters	Removed from the OAM, this is an acceptable test administration practice, not an accessibility support
Response aids	Incorporated into Alternate response options and Scratch paper
Rulers	Removed from the OAM
Tablet administration functions	Incorporated into Amplification, Audio support, Communication device, and Zoom
Thermometers with numbers on a scale	Removed from the OAM

ORExt Non-embedded Designated Supports

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Enlarged print	Combined with Magnification software, Magnification device, and Large print
Human-based read-aloud	Renamed Read aloud
Interpret directions orally	Renamed Translate/interpret test directions and test navigation
Medical device	Renamed Medical supports
Point to or dictate multiple-choice responses to a test administrator	Incorporated into Scribe
Student assistive technology device	Renamed Communication device
Student reads test aloud or sub-vocalizes text to listener or self	Renamed Student reads test aloud
Use of projection devices	Combined with Magnification device
Use of sensory supports or interventions to allow students to attend to a task	Renamed Sensory supports
Visual magnification devices or software	Split between Magnification device and Magnification software
Written translations of oral directions	Renamed Written copy of test directions

ORExt Non-embedded accommodations

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter with the exception of mathematics signs and symbols (A228)	Renamed Signed interpretation
Visual point-to support for multiple-choice responses to a test administrator (A220)	Renamed Point-to support for multiple-choice responses

ELPA Non-embedded Universal Tools

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Auditory amplification devices, hearing aids	Renamed Amplification devices
Scratch paper for items in any ELPA domain	Renamed Scratch paper
Technological assistance with test navigation	Removed from the OAM. This is not an accessibility support; rather, it is an acceptable test administration practice on the ELPA Screener and ELPA Summative per the Test Administration Manual and the ELPA Screener Administration Manual

ELPA Non-embedded Designated Supports

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Assistive mouse usage for audio and playback	Removed from the OAM. If a student is unable to manipulate the mouse in order to participate in the assessment due to physical limitations, the student may need the Scribe accommodation. If the student is unable to manipulate the mouse due to intellectual limitations, the student should be considered for participation in the Alt ELPA.
Medical device	Renamed Medical supports
Preferred language translation of directions	Renamed Translate/interpret test directions and test navigation

ELPA Non-embedded Accommodations

2022-23 Oregon Accessibility Manual	2023-24 Oregon Accessibility Manual
Read Aloud for Students with Reading Exemption (A227)	Renamed Read aloud (A227)
Speech-to-text (A311)	Renamed Speech-to-text software (A311)

Appendix I: OSAS Accessibility Worksheets

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OSAS ACCESSIBILITY WORKSHEET

FOR THE ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Amplification
- ☐ Breaks
- ☐ Digital notepad
- ☐ Expandable stimuli
- ☐ Highlighter

Embedded
- ☐ Keyboard navigation
- ☐ Line reader
- ☐ Mark for review
- ☐ Mouse pointer
- ☐ Navigation language

Embedded
- ☐ Strikethrough
- ☐ Writing tools
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ Scratch paper

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
- ☐ Color choices
- ☐ Full screen mode
- ☐ Masking
- ☐ Print on request
- ☐ Print size
- ☐ Streamlined interface mode
- ☐ Turn off any universal tools

Non-embedded
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Communication device
- ☐ Magnification device
- ☐ Magnification software
- ☐ Mark up tools
- ☐ Masking

Non-embedded
- ☐ Medical supports
- ☐ Noise buffers
- ☐ Read aloud
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Student reads test aloud

Non-embedded
- ☐ Support physical position of student
- ☐ Translate/interpret test directions & test navigation
- ☐ Verbal description of graphics
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded
- ☐ Dictation (A311)
- ☐ ELPA domain exemptions (A229)
  - ☐ Listening
  - ☐ Reading
  - ☐ Writing
  - ☐ Speaking
- ☐ Word prediction (A313)

Non-embedded
- ☐ Alternate response options (A302)
- ☐ Answer choices on notecards (A232)
- ☐ Point-to support for multiple-choice responses (A220)

Non-embedded
- ☐ Scribe (A312)
- ☐ Signed interpretation (A228)
- ☐ Speech-to-text software (A311)

Non-embedded
- ☐ Transfer student response (A317)
- ☐ Word prediction software (A313)

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE ENGLISH LANGUAGE ARTS ASSESSMENT

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Amplification
- ☐ Breaks
- ☐ Digital notepad
- ☐ English dictionary (PT)
- ☐ English thesaurus (PT)
- ☐ English glossary
- ☐ Expandable stimuli

Embedded
- ☐ Global notes (PT)
- ☐ Highlighter
- ☐ Keyboard navigation
- ☐ Line reader
- ☐ Mark for review
- ☐ Mouse pointer
- ☐ Navigation language

Embedded
- ☐ Paginated item groups (CAT)
- ☐ Response recovery (PT)
- ☐ Spell check (PT)
- ☐ Strikethrough
- ☐ Writing tools (PT)
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ English dictionary (PT)
- ☐ English thesaurus (PT)
- ☐ Scratch paper

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
- ☐ Color choices
- ☐ Masking
- ☐ Print on request
- ☐ Print size
- ☐ Streamlined interface mode
- ☐ Text-to-speech (TTS)
- ☐ Turn off any universal tools

Non-embedded
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Magnification device
- ☐ Magnification software
- ☐ Mark up tools
- ☐ Masking
- ☐ Medical supports

Non-embedded
- ☐ Noise buffers
- ☐ Read aloud
- ☐ Scribe (CAT)
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Simplified test directions
- ☐ Student reads test aloud

Non-embedded
- ☐ Support physical position of student
- ☐ Translate/interpret test directions & test navigation
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded
- ☐ American Sign Language (ASL) (A223)
- ☐ Audio transcript (A231)
- ☐ Braille (A218)
- ☐ Closed captioning (A224) (CAT)

Embedded
- ☐ Dictation (A311)
- ☐ Text-to-speech (A225) (CAT)
- ☐ Word prediction (A313)

Non-embedded
- ☐ Alternate response options (A302)
- ☐ Read aloud (A227) (CAT)
- ☐ Scribe (A312) (PT)
- ☐ Signed interpretation (A228)

Non-embedded
- ☐ Speech-to-text software (A311)
- ☐ Transfer student response (A317) (PT)
- ☐ Word prediction software (A313)

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SCREENER

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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**
☐ Amplification	☐ Keyboard navigation	☐ Response recovery	☐ Amplification devices
☐ Audio support	☐ Line reader	☐ Spell check	☐ Breaks
☐ Breaks	☐ Mark for review	☐ Strikethrough	☐ Scratch paper
☐ Digital notepad	☐ Mouse pointer	☐ Writing tools	
☐ Expandable stimuli	☐ Navigation language	☐ Zoom	
☐ Highlighter	☐ Paginated item groups		

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**
☐ Color choices	☐ Color overlays	☐ Noise buffers	☐ Translate/interpret test directions & test navigation
☐ Masking	☐ Comforting presence	☐ Sensory supports	☐ Written copy of test directions
☐ Print on request	☐ Magnification device	☐ Separate setting	
☐ Print size	☐ Magnification software	☐ Simplified test directions	
☐ Turn off any universal tools	☐ Mark up tools	☐ Student reads test aloud	
	☐ Masking	☐ Support physical position of student	
	☐ Medical supports		

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded	**Non-embedded**	**Non-embedded**	**Non-embedded**
☐ Dictation (A311)	☐ Alternate response options (A302)	☐ Read aloud (A227)	☐ Transfer student response (A317)
☐ ELPA domain exemptions (A229)	☐ Answer choices on notecards (A232)	☐ Scribe (A312)	☐ Word prediction software (A313)
☐ Listening	☐ Braille (A221)	☐ Speech-to-text software (A311)	
☐ Reading			
☐ Writing			
☐ Speaking			
☐ Word prediction (A313)			

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SUMMATIVE

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
☐ Amplification	☐ Keyboard navigation	☐ Response recovery	☐ Amplification devices
☐ Audio support	☐ Line reader	☐ Spell check	☐ Breaks
☐ Breaks	☐ Mark for review	☐ Strikethrough	☐ Scratch paper
☐ Digital notepad	☐ Mouse pointer	☐ Writing tools	
☐ Expandable stimuli	☐ Navigation language	☐ Zoom	
☐ Highlighter	☐ Paginated item groups		

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
☐ Color choices	☐ Color overlays	☐ Noise buffers	☐ Translate/interpret test directions & test navigation
☐ Masking	☐ Comforting presence	☐ Sensory supports	
☐ Print on request	☐ Magnification device	☐ Separate setting	☐ Written copy of test directions
☐ Print size	☐ Magnification software	☐ Simplified test directions	
☐ Turn off any universal tools	☐ Mark up tools	☐ Student reads test aloud	
	☐ Masking	☐ Support physical position of student	
	☐ Medical supports		

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded	Non-embedded	Non-embedded	Non-embedded
☐ Dictation (A311)	☐ Alternate response options (A302)	☐ Read aloud (A227)	☐ Transfer student response (A317)
☐ ELPA domain exemptions (A229)	☐ Answer choices on notecards (A232)	☐ Scribe (A312)	☐ Word prediction software (A313)
☐ Listening	☐ Braille (A221)	☐ Speech-to-text software (A311)	
☐ Reading			
☐ Writing			
☐ Speaking			
☐ Word prediction (A313)			

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE MATHEMATICS ASSESSMENT

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Amplification
- ☐ Breaks
- ☐ Calculator
- ☐ Digital notepad
- ☐ English glossary
- ☐ Expandable stimuli

Embedded
- ☐ Highlighter
- ☐ Keyboard navigation
- ☐ Line reader
- ☐ Mark for review
- ☐ Math tools
- ☐ Mouse pointer

Embedded
- ☐ Paginated item groups
- ☐ Response recovery
- ☐ Spell check
- ☐ Strikethrough
- ☐ Writing tools
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ Scratch paper

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
- ☐ Color choices
- ☐ Dictation (STT)
- ☐ Masking
- ☐ Print on request
- ☐ Print size
- ☐ Streamlined interface mode
- ☐ Text-to-speech (TTS)
- ☐ Translations (dual lang.)
- ☐ Translations (glossaries)
- ☐ Turn off any universal tools

Non-embedded
- ☐ Abacus
- ☐ Calculator
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Magnification device
- ☐ Magnification software
- ☐ Manipulatives
- ☐ Mark up tools
- ☐ Masking

Non-embedded
- ☐ Medical supports
- ☐ Noise buffers
- ☐ Read aloud
- ☐ Read aloud in Spanish
- ☐ Scribe
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Simplified test directions
- ☐ Student reads test aloud

Non-embedded
- ☐ Support physical position of student
- ☐ TouchPoints
- ☐ Translate/interpret test directions & test navigation
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded
- ☐ American Sign Language (ASL) (A223)
- ☐ Braille (A218)
- ☐ Word prediction (A313)

Non-embedded
- ☐ 100s number table (A604)
- ☐ Alternate response options (A302)
- ☐ Multiplication table (A603)

Non-embedded
- ☐ Signed interpretation (A228)
- ☐ Specialized calculator (A602)
- ☐ Speech-to-text software (A311)

Non-embedded
- ☐ Transfer student response (A317)
- ☐ Word prediction software (A313)

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE OREGON EXTENDED ASSESSMENTS

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Audio supports
- ☐ Breaks
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ Breaks
- ☐ Scratch paper

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).

Non-embedded
- ☐ 100s number table^S
- ☐ Abacus^{M,S}
- ☐ Calculator^M
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Communication device
- ☐ Magnification device
- ☐ Magnification software

Non-embedded
- ☐ Manipulatives^{M,S}
- ☐ Mark up tools
- ☐ Masking
- ☐ Medical supports
- ☐ Multiplication table^S
- ☐ Noise buffers
- ☐ Periodic table^S

Non-embedded
- ☐ Printed writing item response forms^E
- ☐ Read aloud
- ☐ Scribe
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Student reads test aloud

Non-embedded
- ☐ Support physical position of student
- ☐ TouchPoints^M
- ☐ Translate/interpret test directions & test navigation
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Non-embedded
- ☐ 100s number table (A604)^M
- ☐ Alternate response options (A302)
- ☐ Answer choices on notecards (A232)
- ☐ Braille (A221)

Non-embedded
- ☐ Large print (A201)
- ☐ Multiplication table (A603)^M
- ☐ Point-to support for multiple-choice responses (A220)

Non-embedded
- ☐ Signed interpretation (A228)
- ☐ Specialized calculator (A602)^M
- ☐ Speech-to-text software (A311)

Non-embedded
- ☐ Transfer student response (A317)
- ☐ Translate/interpret test content (A233)^{M,S}

* 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 the use of these).
^{E} Allowable on ORExt ELA only
^{M} Allowable on ORExt Mathematics only
^{S} Allowable on ORExt Science only

OSAS ACCESSIBILITY WORKSHEET

FOR THE SCIENCE ASSESSMENT

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Amplification
- ☐ Breaks
- ☐ Calculator
- ☐ Digital notepad
- ☐ Expandable stimuli

Embedded
- ☐ Highlighter
- ☐ Keyboard navigation
- ☐ Line reader
- ☐ Mark for review

Embedded
- ☐ Mouse pointer
- ☐ Periodic table
- ☐ Strikethrough
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ Scratch paper

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
- ☐ Color choices
- ☐ Dictation (STT)
- ☐ Masking
- ☐ Print on request
- ☐ Print size
- ☐ Streamlined interface mode
- ☐ Text-to-speech (TTS)
- ☐ Translations (dual lang.)
- ☐ Turn off any universal tools

Non-embedded
- ☐ 100s number table
- ☐ Abacus
- ☐ Calculator
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Magnification device
- ☐ Magnification software
- ☐ Manipulatives
- ☐ Mark up tools
- ☐ Masking
- ☐ Medical supports

Non-embedded
- ☐ Multiplication table
- ☐ Noise buffers
- ☐ Periodic table
- ☐ Read aloud
- ☐ Read aloud in Spanish
- ☐ Scribe
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Simplified test directions
- ☐ Student reads test aloud

Non-embedded
- ☐ Support physical position of student
- ☐ Translate/interpret test directions & test navigation
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded
- ☐ Braille (A218)
- ☐ Word prediction (A313)

Non-embedded
- ☐ Alternate response options (A302)
- ☐ Answer choices on notecards (A232)

Non-embedded
- ☐ Signed interpretation (A228)
- ☐ Specialized calculator (A602)

Non-embedded
- ☐ Speech-to-text software (A311)
- ☐ Word prediction software (A313)

* 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 the use of these).

OSAS ACCESSIBILITY WORKSHEET

FOR THE STUDENT EDUCATIONAL EQUITY DEVELOPMENT (SEED) SURVEY

Use this worksheet to document accessibility supports for individual student use on the Oregon Statewide Assessment System (OSAS) assessments.

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
- ☐ Amplification
- ☐ Breaks
- ☐ Digital notepad
- ☐ Highlighter
- ☐ Keyboard navigation

Embedded
- ☐ Line reader
- ☐ Mark for review
- ☐ Mouse pointer
- ☐ Response recovery

Embedded
- ☐ Spell check
- ☐ Strikethrough
- ☐ Writing tools
- ☐ Zoom

Non-embedded
- ☐ Amplification devices
- ☐ Breaks
- ☐ Scratch paper

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
- ☐ Color choices
- ☐ Dictation (STT)
- ☐ Masking
- ☐ Print on request
- ☐ Print size

Embedded
- ☐ Streamlined interface mode
- ☐ Text-to-speech (TTS)
- ☐ Translations (dual lang.)
- ☐ Turn off any universal tool

Non-embedded
- ☐ Color overlays
- ☐ Comforting presence
- ☐ Magnification device
- ☐ Magnification software
- ☐ Mark up tools
- ☐ Masking
- ☐ Medical supports
- ☐ Noise buffers
- ☐ Read aloud
- ☐ Scribe

Non-embedded
- ☐ Sensory supports
- ☐ Separate setting
- ☐ Student reads test aloud
- ☐ Support physical position of student
- ☐ Translate/interpret test directions & test navigation
- ☐ Written copy of test directions

ACCOMMODATIONS

Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 plans*.

Embedded
- ☐ Braille (A218)
- ☐ Word prediction (A313)

Non-embedded
- ☐ Alternate response options (A302)
- ☐ Answer choices on notecards (A232)

Non-embedded
- ☐ Signed interpretation (A228)
- ☐ Speech-to-text software (A311)

Non-embedded
- ☐ Transfer student response (A317)
- ☐ Word prediction software (A313)

* 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 the use of these).

Change Log

Due to the restructuring of the 2023-24 OAM, a detailed change log from the previous versions was not maintained. See Appendix H: 2023-24 Updates, for changes to specific accessibility supports. The log below will be updated and maintained moving forward.

Date	Description	Page(s)
2/28/24	Corrected the availability of embedded accommodation *American Sign Language (ASL) (A223)* on the ELA-PT in table 4.1 from "Yes^" to "No". ASL videos are only available for listening stimuli and there are no listening stimuli on the ELA-PT.	13
2/28/24	Corrected the availability of embedded accommodation *American Sign Language (ASL) (A223)* on the SEED Survey in table 4.1 from "No" to "Yes". ASL videos **are** available for the SEED Survey.	13
2/28/24	Updated the details of *American Sign Language (ASL) (A223)* to include the SEED Survey.	15
2/2/24	Corrected that *Scratch paper* used on Science & ELPA Summative may be securely stored between test sessions.	31
2/2/24	Added domain checkboxes to the *ELPA Domain Exemption* support on the Alt ELPA, ELPA Screener and ELPA Summative OSAS Accessibility Worksheets	74, 76, 77
2/2/24	Corrected typo in the recommendations for use of *Read aloud*	30
2/2/24	Fixed shading in table 4.2.	14
10/19/23	Added additional details to the description of *Simplified test directions*.	33
10/19/23	Added a *note* to the embedded *Word prediction* description that the current version does not support audio preview.	40
10/19/23	Added corresponding page numbers to each support in tables 2.1, 2.2, 3.1, 3.2, 4.1, & 4.2.	Various
10/19/23	Added Appendix I: OSAS Accessibility Worksheets	73-81