

# Oregon Accessibility Manual for the Kindergarten Assessment

Final 2018-19 School Year



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## 1.0 INTRODUCTION

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The Oregon Department of Education (ODE) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, ODE is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities. 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 each and every student having appropriate universal tools, designated supports, and accommodations (cf. Table 1) when needed based on the constructs being measured by each assessment.

The Oregon Accessibility Manual for the Kindergarten Assessment (OAM-KA) applies to the 2018-2019 school year and guides the selection and administration of universal tools, designated supports, and accommodations for Oregon's Statewide Assessments for the Kindergarten Assessment (KA).

The 2018-19 Oregon Accessibility Manual for the Kindergarten Assessment contains all final accessibility policies and supports for the 2018-19 Kindergarten Assessment. ODE will publish the final 2018-19 Oregon Accessibility Manual for all statewide assessments by October 1, 2018.

For Oregon's statewide Kindergarten Assessment, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this Manual.

Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

The OAM-KA also presents a process for the selection, administration, and evaluation of the effectiveness of instructional and assessment supports (Appendix C). The process described in this manual is designed for use by general education teachers, teachers of English Learners, special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate supports during participation in Oregon's statewide assessments.

The specific universal tools, designated supports, and accommodations approved for Oregon's statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings.

### 1.1 Intended Audience and Recommended Use

The OAM-KA 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 Kindergarten Assessment. This document focuses on universal tools, designated supports, and accommodations for Oregon's statewide assessment system. 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 assessment. The OAM-KA is also supported by the [Test Administration Manual](#).

Oregon's online statewide assessments (Smarter Balanced Mathematics and ELA, OAKS Science and Social Sciences, and ELPA21) contain **embedded** and **non-embedded** universal tools, designated supports, and accommodations (defined in Table 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 paper-based Extended and Kindergarten Assessments only support non-embedded resources.

**Table 1.1: Definitions for Universal Tools, Designated Supports, and Accommodations**

Type	Definition
<b>Universal Tools</b>	Access 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.
<b>Designated Supports</b>	Access features of the assessment 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.
<b>Accommodations</b>	Accommodations are changes in procedures or materials that increase equitable access during the 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. <b>Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans.</b> Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment.

The conceptual model that serves as the basis for the OAM-KA is shown in Figure 1 (below). This figure portrays several aspects of the assessment 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.

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 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 requirements of ESSA, and count as participation in statewide assessments when used in a manner consistent with the Oregon Accessibility Manual.** Figure 1

below illustrates the different categories of accessibility feature supported for Oregon's statewide assessment system.

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, or 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-KA. Any change away from a standard administration that is not listed in the OAM-KA is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Kindergarten Assessment, IEP teams are instructed by 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 a Statewide Assessment with his or her peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** In those rare instances when modifications are used during administration of a Statewide Assessment, test administrators must report modifications to the district test coordinator to ensure that the modification is used properly. 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. Memorandum No. 001-2006-07 is available at [http://www.ode.state.or.us/news/announcements/announcement.aspx?\\_=1701](http://www.ode.state.or.us/news/announcements/announcement.aspx?_=1701).
- 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 2018-19 Test Administration Manual states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the Oregon Accessibility Manual (OAM-KA). 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	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Accessibility Supports</li> <li>• Appendices A – F</li> </ul>
School Test Coordinator	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Accessibility Supports</li> <li>• Appendices A – E</li> </ul>
Test Administrator	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Accessibility Supports depending on the specific assessments that the TA will administer</li> <li>• Appendices A, C – E</li> <li>• Appendices B and F depending on the specific assessments that the TA will administer</li> </ul>

## 2.0 KINDERGARTEN ASSESSMENTS

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Table 2.1 KA: Non-embedded Universal Tools

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Auditory amplification devices, hearing aids, noise buffers	
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Markers/guides to limit distractions	
Marker, pen, and pencil	
Transparent sheets (clear or tinted) to protect test materials or to improve focus	
Breaks	Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue.

**Table 2.2 KA: Non-embedded Designated Supports**

Accessibility Supports for Kindergarten Assessment	
Designated Support	Description
Administer at a time of day most beneficial to the student	A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.
Simplify language in directions	If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.
Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.
Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode	
Support physical position of student	This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture.
Test an individual student in a separate location	Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.

## Accessibility Supports for Kindergarten Assessment

Designated Support	Description
<p>Test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.</p>	
<p>Use of projection devices</p>	<p>This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.</p>
<p>Use of sensory supports or interventions to allow students to attend to task</p>	<p>As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (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 techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: 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.</p>
<p>Visual magnification devices</p>	<p>A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and 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. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.</p>

Accessibility Supports for Kindergarten Assessment	
Designated Support	Description
Written translation of the directions in a student's language of origin in advance of test administration.	<p>A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>

Table 2.3 KA: Non-embedded Accommodation

## Accessibility Supports for Kindergarten Assessment

Accommodation	Description
Access tests using uncontracted or contracted embossed Braille format (A221)	
For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.
For mathematics, 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 form of identified non-verbal communication. (A220)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.
Interpret directions orally (A103)	For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.

<p>Make a verbatim audio recording of tests in Spanish or other language of origin (A205)</p>	<p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated instructions. When using audio recordings of Spanish instructions, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>
<p>Sign directions (A102)</p>	<p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>Verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>
<p>Sign Early Math (not Early Literacy) items/stimuli and response choices--with the exception of mathematics signs and symbols--to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.2035. (A219)</p>	<p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>

Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310)	Students may sign their responses to a qualified sign language interpreter.
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# APPENDICES



## Appendix A: Guidelines for Signed Interpretation Support (For Smarter Balanced, OAKS, Extended Assessment, and Kindergarten Assessment Only)

Signed interpretation is an approved support for Smarter Balanced mathematics and ELA; OAKS Science and Social Sciences; Extended Math, Science, and ELA; and the Early Math segment of the Kindergarten Assessment. Signed interpretation is not available for the Early Literacy segment of the Kindergarten Assessment or ELPA21. 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 DHH student, 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 ties assessment to the language and modality presented in the classroom and allows equitable access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. With that in mind, a signed interpretation of the Smarter Balanced 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 Oregon Department of Education 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).

### Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below)
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org>).
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand Sections 1 - 4 of the Test Administration Manual (<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>), plus Sections 7 - 10 depending on the specific assessments that the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow the “Guidelines for Read-Aloud, Test Reader for Smarter Balanced Assessments” at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx#AccessibilitySupports>.
- Review Smarter Balanced ELA and Math terminology.(cf SB practice and training tests) and OAKS Science terminology (see “Resources” below)
- Use Smarter Balanced and OAKS 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 s/he is tested.
- The teacher must also meet the other items above:
  - Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org>)

- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand Sections 1 - 4 of the Test Administration Manual (<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>), plus Sections 7 – 10 depending on the specific assessments that the interpreter will support.

## BEFORE THE TEST

### The Test Interpreter:

- Will not have access to actual test items prior to the administration of the Smarter Balanced and OAKS 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 the OAKS Extended Assessment and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. 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.
- Is expected to review the Smarter Balanced read-aloud guidelines found at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>
- **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 online assessment presents it or as the test administrator reads it aloud (in the case of paper-pencil assessments).
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in 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 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 the “Guidelines for Read-Aloud, Test Reader for Smarter Balanced Assessments” at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx#AccessibilitySupports>
- For those assessments administered orally (Extended Assessment, Kindergarten 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, he/she 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 (cf. training videos at <http://lms.brtpjects.org> ).
  - Give any nonverbal response to affirm or negate a student response to test items.
  - Interpret if s/he does 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 her or his 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 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 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

<http://www.ode.state.or.us/search/page/?=486>

Accessibility Manual

<http://www.ode.state.or.us/search/page/?=487>

OAKS Portal (SB ELA and Math practice and training tests)

<http://oaksportal.org/>

Science Vocabulary

[http://www.ode.state.or.us/wma/teachlearn/testing/resources/sci\\_translated\\_terms\\_2013.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/sci_translated_terms_2013.pdf)

Science sample tests

<http://www.ode.state.or.us/search/page/?id=444>

Social Sciences Vocabulary

[http://www.ode.state.or.us/wma/teachlearn/testing/resources/so\\_sci\\_translated\\_terms\\_2013.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/so_sci_translated_terms_2013.pdf)

Social Sciences sample tests

<http://www.ode.state.or.us/search/page/?id=445>

## OAR 581-015-2035: Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
  - (b) "CT" means Certificate of Transliteration issued by RID.
  - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
  - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
  - (e) "NIC" means the National Interpreter Certification by RID.
  - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
  - (g) "RID" means Registry of Interpreters for the Deaf Inc.
  - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
  - (i) "Student" means a student with a hearing impairment who is:
    - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
    - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
  - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
  - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041  
 Stats. Implemented: ORS 185.110, 185.225  
 Hist.: ODE 11-2008, f.

## **Appendix B: Selection, Administration, and Evaluation of Accessibility Supports (STEPS and TEACHER TOOLS)**

### **STEPS**

#### **STEP 1**

##### **EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS**

##### **FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES**

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

##### **Elementary and Secondary Education Act as reauthorized by No Child Left Behind Act 2001**

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. NCLB explicitly calls for ... the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

One of the best reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information on student progress and performance, school progress and performance, and district and state improvement needs for all students regardless of population.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should perform) in reading/language arts, mathematics, and science form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in student attainment of the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability measures reflect the educational success of all students and help determine what needs to be improved for specific groups of students. The accountability system is defined in terms of Annual Measurable Objectives (AMOs), a way to measure improvement in achieving standards for all students and designated student subgroups each year. Schools, district, and states are held accountable for improvement on an annual basis by public reporting, and ultimately through consequences if they do not achieve these AMOs.

### **Individuals with Disabilities Education Improvement Act of 2004**

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec .612 (a)(16)(A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes... a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

### **INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY ASSESSMENTS**

In Oregon, all students must be given the opportunity to take the Oregon's primary Statewide Assessments. To provide each student with this opportunity, Oregon offers a number of assessment options, including Smarter Balanced Assessments for ELA (Reading, Writing, Listening) and Mathematics, OAKS Online for Science and Social Sciences including zoom feature and Braille interface for students with visual impairments, Oregon's Kindergarten Assessment for Early Literacy and Mathematics, and OAKS Extended for Reading/Literature, Mathematics, Science, and Writing. In addition, all Oregon students eligible to receive English Learner (EL) services under NCLB must be given the opportunity to take the English Language Proficiency Assessment (ELPA).

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. When determining appropriate assessment options for a student with learning challenges, school teams members, including the IEP or 504 team, must actively engage in a planning process that addresses all of the relevant variables associated with student need, accommodations considerations (for appropriate access), and the use of alternate assessments for students with disabilities.

For more information on statewide assessment participation options for students with disabilities refer to "[Guidelines for Statewide Assessment Decision Making for IEP Teams](#)".

### **EQUAL ACCESS TO GRADE-LEVEL CONTENT**

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with content standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

**OREGON’S ACADEMIC CONTENT STANDARDS**

Oregon’s Academic Content Standards can be found at the following websites:

WEBSITE REFERENCES	
Searchable Standards	<a href="http://www.ode.state.or.us/teachlearn/real/standards/">http://www.ode.state.or.us/teachlearn/real/standards/</a>
Standards Newspaper Online	<a href="http://www.ode.state.or.us/teachlearn/real/newspaper/">http://www.ode.state.or.us/teachlearn/real/newspaper/</a>
Oregon’s Achievement Standards and Performance Level Indicators	<a href="http://www.ode.state.or.us/search/results/?id=223">http://www.ode.state.or.us/search/results/?id=223</a>

**STEP 2**

**LEARN ABOUT ACCESSIBILITY SUPPORTS FOR ASSESSMENT**

**WHAT ARE ACCESSIBILITY SUPPORTS**

As mentioned previously, Oregon’s Accessibility Panel refers to the term “Accessibility Supports” as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accessibility supports as practices and procedures that, when used in an assessment, provide equitable access to all students. These supports do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved supports during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of an Oregon Statewide Assessment, accessibility supports provided to a student must have been previously approved by the Accessibility Panel and listed in the Oregon Accessibility Manual. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accessibility supports. In other words, during instruction educators can use supports for students that go beyond the list approved by the Accessibility Panel for use during administration of the Oregon Statewide Assessments. References to *adaptations*, *alterations*, *changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accessibility support approved for use in assessment.

**DETERMINING THE CONSEQUENCES OF USING ACCESSIBILITY SUPPORTS DURING ASSESSMENT**

When selecting which supports a student should use while taking an Oregon Statewide Assessment, it is important to refer to the state’s most current OAM to ensure that the proposed practice or procedure is a state-approved support. If the proposed practice or procedure is not explicitly included in the OAM, its use during assessment will result in an invalid score. The student will be counted as a non-participant on various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

### **STEP 3**

#### **SELECT ASSESSMENT SUPPORTS FOR INDIVIDUAL STUDENTS**

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state (Common Core State Standards or CCSS) and district academic content standards and assessments. Effective decision-making about the provisions of appropriate supports begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's needs and performance in relation to local and state academic standards. In essence, using accessibility supports allows educational teams to attempt to "level the playing field" so that all students can participate productively in the general education curriculum.

While a wide variety of supports, resources, and modifications are available during *instruction*, only specific accessibility supports approved by Oregon's Accessibility Panel and the ODE are available during assessment. *In Oregon, accessibility supports are based on an assessment of individual student need.*

#### **DOCUMENTING ACCESSIBILITY SUPPORTS IN A STUDENT'S CUMULATIVE FILE**

School teams making educational decisions for students in either general or special education or who are English Language Learners are strongly encouraged to document any discussions regarding accessibility supports in the student's file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians, and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 4 of this manual.

#### **DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP**

Under 34 C.F.R. § 300.320(a)(6)(i), each student's IEP must include a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments. Specifically, documentation will include the following:

- Since Universal Tools are available to all students, only document on the IEP if a tool must be "turned off" to avoid distraction during testing
- Designated Supports and Accommodations must be documented on the IEP

All IEPs must identify the current accommodations for each assessment prior to the respective Statewide Assessment windows and within enough time to allow districts to enter the accommodations within the Test Information Distribution Engine (TIDE) system.

#### **DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN**

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

"No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance." [29 U.S.C. Sec. 794]

## **INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCESSIBILITY SUPPORTS**

The more students are involved in the selection of accessibility supports process, the more likely the supports will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accessibility supports.

## **QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION**

Smarter Balanced is providing a suggested tool and process by which a student's need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations. Districts or schools can use the Individual Student Assessment Accessibility Profile (ISAAP) if they feel it is helpful (cf. <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/ISAAP-Tool.xlsm>).

Another option to guide a team's selection of approved statewide assessment accessibility supports for a student is to use the questions and/or Teacher Tools 1 and 2 (pp. 82ff) provided below. For students with an IEP or 504 Plan, electing accommodations for instruction and for statewide assessments is a specific role of the IEP or 504 team.

<b>QUESTIONS TO GUIDE AND DOCUMENT ACCESSIBILITY SUPPORTS SELECTION</b>
1. What are the student's learning strengths?
2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using.
5. What practices and procedures does the student use regularly during instruction?
6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?
7. What difficulties, if any, does the student experience when using a given practice or procedure?
8. What is the student's perception of how well a practice or procedure "works?"
9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices or procedures?
10. Are there effective combinations of practices and procedures for this student?
11. Is it possible to meet the student's needs through the use of universal tools listed in the Oregon Accessibility Manual?

12. Which practices and procedures used by the student are accessibility supports approved by the Accessibility Panel for use during assessment?
13. Should an accessibility support used on the previous year’s assessment be continued or changed? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the accessibility supports tables of the Oregon Accessibility Manual.
14. If a promising practice or procedure is not listed in the accessibility supports tables, is there a similar practice or procedure that can be used that would not impact the student’s participation or performance during instruction or assessment?

Of the accessibility supports that match the student’s needs, consider the student’s willingness to learn to use them, opportunities to learn how to use them in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new support, so there is ample time to learn to use instructional and assessment supports before an assessment takes place. A student’s refusal to accept or use a required accessibility support(s) (i.e., accommodations) potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student’s test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accessibility supports specifically needed, rather than listing all those possibly needed.
- Including students in the design of accessibility supports, especially for older students.
- Ensuring teachers understand and implement those accessibility supports so students are familiar with those to be used for assessments.
- Getting students’ feedback on accessibility supports.
- Reconvening teams to redesign accessibility supports students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accessibility support, document their refusal.

Finally, it is important to plan for the ongoing evaluation and improvement of the student’s use of accessibility supports.

## **STEP 4**

### **ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT**

#### **ACCESSIBILITY SUPPORTS DURING INSTRUCTION**

Students must have practice using approved accessibility supports before participating in the Oregon Statewide Assessments. Providing the selected supports during instructional periods that necessitate their use is an essential classroom practice, that allows students and educators to determine the effectiveness of a support and allows students to become comfortable and proficient when using the support. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

#### **ACCESSIBILITY SUPPORTS DURING ASSESSMENT**

### Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accessibility supports each student will be using and how to administer them properly. TAs administering supports, such as reading to a student or translating writing prompts, must adhere to specific guidelines so that student scores are valid. Accessibility supports that are improperly administered may result in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accessibility supports might be anticipated and implemented.

### Administering Assessments and Accessibility Supports

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

<b>REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS</b>
<ul style="list-style-type: none"><li>• Take appropriate security precautions before, during, and after the administration of the assessment.</li></ul>
<ul style="list-style-type: none"><li>• Understand the procedures needed to administer the assessment prior to administration.</li></ul>
<ul style="list-style-type: none"><li>• Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.</li></ul>
<ul style="list-style-type: none"><li>• Provide for and document all approved accessibility supports for the administration of the assessment to persons with disabilities or special needs.</li></ul>

In addition, ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

### STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines and procedures for the administration of accessibility supports is necessary to ensure that test results reflect actual student learning.

### ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration

materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the current Test Administration Manual, available at: <http://www.ode.state.or.us/go/tam>.

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices refer to inappropriate interactions between TAs and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The current Test Administration Manual (TAM) generally describes allowable actions. In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accessibility Supports Tables. If the TAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

### **HANDLING "IN THE MOMENT" STUDENT REQUESTS FOR AN ACCOMMODATION**

In order to ensure standardization, and that test security and ethical testing practices are followed throughout the assessment process, test administrators must not provide an accessibility support which was not previously identified for a student. If a student requests a support that was not previously identified while "in the moment" of testing, the test administrator must reference the directions provided in current Test Administration Manual (TAM). The TA must not provide any accessibility support to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accessibility support will be made based on an assessment of the student's individual needs.

### **STEP 5**

#### **EVALUATE AND IMPROVE ACCESSIBILITY SUPPORTS USE**

All practices and procedures used for students during instruction must be selected on the basis of the individual student's needs. For accessibility supports to be used during administration of an Oregon Statewide Assessment, the support must be also previously approved by the Accessibility Panel and listed in the appropriate accessibility supports tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of these supports is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of supports during assessments may reveal questionable patterns of use, as well as support the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accessibility supports within the classroom, districts may also decide to gather information on the implementation of supports during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accessibility supports information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

<b>QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE STUDENT LEVEL</b>
1. What supports are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when supports are used versus when they are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the supports, inappropriate choice of supports, and/or misapplication of an supports?
3. What is the student’s perception of how well the support worked?
4. What combinations of supports seem to be effective?
5. What are the difficulties encountered in the use of supports?
6. What are the perceptions of teachers and others about how the support appears to be working?

<b>QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE SCHOOL OR DISTRICT LEVEL</b>
1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of supports?
3. Are students receiving accommodations as documented in their IEPs and 504 plans?
4. How many students with IEPs and 504 plans are receiving accommodations?
5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of supports?
6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities receiving supports?
7. How many general education students receive supports?
8. Are some types of supports used more than others?

## TEACHER TOOLS

**TEACHER TOOL 1**

**ACCESS NEEDS THAT MAY REQUIRE ACCESSIBILITY SUPPORTS**

*Directions: Use these questions to identify various types of accessibility supports for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members to consider a wide range of supports needs. Use the list in planning by indicating Y (Yes), N (No), or DK/NA (Don't Know/Not Applicable).*

	Y	N	DK/ NA
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student require translated or interpreted materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have a hearing impairment and need a listening device or interpreter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student require assistive technology devices to access the assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the student have difficulty with visual tracking and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Does the student use a word processor to complete assignments or tests?
14. Does the student use a tape recorder to complete assignments or tests?
15. Do others easily distract the student or does that student have difficulty remaining on task?
16. Does the student require any specialized equipment or other accessibility supports that may be distracting to others?
17. Does the student have visual or auditory impairments that require special lighting or acoustics?
18. Can the student focus on the student's own work in a setting with large groups of other students?
19. Does the student exhibit behaviors that may disrupt the attention of other students?
20. Do any physical accessibility supports need to be made for the student in the classroom?
21. Does the student tire easily due to health impairments?
22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule?
23. Does the student have attention span or distractibility challenges that require an optimal testing schedule?

## TEACHER TOOL 2

### QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION

*Directions: Use these questions to guide discussion about selecting supports for instruction and assessment during a team meeting.*

1. What are the student's learning strengths?

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2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

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3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

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4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using?

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5. What practices and procedures does the student use regularly during instruction and assessment?

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6. In the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?

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7. What difficulties, if any, does the student experience when using a given practice and procedure?

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8. What is the student's perception of how well a practice or procedure "worked"?

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9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices and procedures?

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10. Are there effective combinations of practices and procedures for this student?

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11. Can the student's needs be met through the use of allowable resources listed in the Test Administration Manual?

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12. Which practices and procedures does the student use that are accessibility supports approved by the Accessibility Panel?

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13. Should a support used on the previous year's assessment be continued or changed?

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14. If a promising practice or procedure is not listed in the Accessibility Supports Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment? Accessibility supports are those specific

practices and procedures that the panel has approved and which are listed in the Accessibility Supports Tables.

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## TEACHER TOOL 3

### ACCESSIBILITY SUPPORTS FROM THE STUDENT'S PERSPECTIVE

*Directions: Use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concern of a support-providing examples as necessary. Also, provide a list of possible supports to give the student a good understanding of the range of supports that may be available.*

1. Think about all the classes you are taking now. In what class do you think you do your best work?

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2. Explain what you do well in this class.

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The things you said you can do well above are your strengths. For examples, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like a subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "Which class is hardest for you?"

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4. What's the hardest part of this class for you?

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The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening,

staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accessibility supports. Next to each class, write down what support(s) you think might be helpful for you.

Class List

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Classes

Accessibility Supports

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

**TEACHER TOOL 4**

**ASSESSMENT ACCESSIBILITY SUPPORTS PLAN**

Student Information	Case Information
Name: _____	General Education Teacher(s): _____
Date(s) of Assessment: _____	Special Education Teacher(s): _____
Name of Assessment: _____	Building / School: _____
School Year: _____	

Assessment accessibility supports the student needs for the assessment and date arranged:

<b>Supports:</b>	<b>Date Arranged:</b>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments:  
\_\_\_\_\_

Person responsible for arranging accessibility supports and due date:

<b>Person Responsible:</b>	<b>Due Date:</b>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments:  
\_\_\_\_\_

Room Assignment for assessment: \_\_\_\_\_

Planner(s) for this process: \_\_\_\_\_  
Signature Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

**TEACHER TOOL 5**

**ASSESSMENT ACCESSIBILITY SUPPORTS AGREEMENT**

*Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accessibility supports, students can show what they know on the test. Some supports (e.g., special test editions) need to be arranged long before test day, but should still be included on this list. A similar form could be carried to class to remind teachers about daily supports. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved supports that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.*

I, \_\_\_\_\_, need the following accessibility supports to take part in any statewide assessment:  
(Student's Name)

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If more information is needed about these supports, please contact:

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(Name of teacher, principal, and/or district person knowledgeable about statewide assessment accessibility supports)

Thank you for helping me to do my best on this test!

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(Student's Signature)

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(Date)

## **TEACHER TOOL 6**

### **LOGISTICS PLANNING CHECKLIST**

*Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accessibility supports for an individual student or for a system. Use the checklist by indicating*

*Y (Yes), N (No), or NA (Not Applicable).*

	<u>Y</u>	<u>N</u>	<u>NA</u>
<b>ACCESSIBILITY SUPPORTS THROUGHOUT THE ACADEMIC YEAR</b>			
1. Supports are documented on the student's learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students who use supports regularly are provided opportunities to evaluate use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master supports plan/data base listing assessment supports needs for each student who needs them during testing is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PREPARATION FOR TEST DAY</b>			
4. Special test editions are ordered for individual students based on information contained in master accessibility supports plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators receive a list of supports needs for students they will supervise (list comes from master accessibility supports plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving supports in small group or individual settings (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers and sign language interpreters are arranged for students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ACCESSIBILITY SUPPORTS ON THE DAY OF THE TEST</b>			
9. All eligible students receive supports as determined by their learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of supports is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 11. Substitute providers of supports are available as needed (e.g., interpreters or readers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**CONSIDERATION AFTER THE DAY OF THE TEST**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Test Administration Manual (TAM). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make-up tests receive needed supports.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of supports use is evaluated by test administrators and students, and plans are made for improvement.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## TEACHER TOOL 7

### QUESTIONS TO GUIDE EVALUATION OF ACCESSIBILITY SUPPORTS USE

*Directions: Use these questions to guide discussion about selecting accessibility supports for assessment during any meeting.*

#### AT THE STUDENT LEVEL:

1. What supports does the student use during instruction and assessment?

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2. What are the outcomes of assignments and assessments when supports are used versus when they are not?

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3. If the student does not meet expectations, is it due to:

\_\_\_\_\_ Student did not have access to necessary instruction

\_\_\_\_\_ Student did not receive supports

\_\_\_\_\_ Used supports were not effective

\_\_\_\_\_ Other \_\_\_\_\_

4. What is the student's perception of how well the supports worked?

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5. What combinations of supports seem to be effective?

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6. What are the difficulties encountered in the use of supports?

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7. What are the perceptions of teachers, parents, and others about how the supports appear to be working?

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**AT THE SCHOOL OR DISTRICT LEVEL:**

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

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2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accessibility supports?

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3. Are students receiving supports as documented on their IEP or 504 Plan?

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4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of supports?

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5. How many students with IEPs or 504 Plans are receiving supports?

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6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive supports?

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7. How many general education students receive supports?

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8. Are some types of supports used more than others?

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## TEACHER TOOL 8

### ACCESSIBILITY SUPPORTS JOURNAL

One way to keep track of what supports work for a student is to support the student in keeping an “accessibility supports journal”. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how much easier it would be for an IEP team to decide which supports to document on the student’s IEP if the student came to the IEP meeting with a journal documenting all the following things:

- supports used by the student in the classroom and on tests;
- test and assignment results when supports are used and not used;
- student’s perception of how well a support “works”;
- effective combinations of supports;
- difficulties of supports use; and
- perceptions of teachers and others about how the supports appears to be working.

*In the spaces provide below, design and organize the use of an accessibility supports journal for one of your students. Answer these questions:*

1. What would you include as headings for the journal?

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2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

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3. With whom would the student share journal entries, and when would it be done?

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4. How could the journal be used in the development of a student's IEP?

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## **APPENDIX C: OREGON'S ACCESSIBILITY PANEL**

Oregon's Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations that are 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 over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the recommendations the Panel makes. The work of 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.

Meetings typically last one day (occasionally two days) and the meeting times are established and outlined by the Panel 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 reimburses Panel members for travel expenses; however, there is no remuneration associated with participation.

### **ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES**

#### **Membership Eligibility**

The Accessibility Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting 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 Accessibility Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

#### **Roles**

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Language Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not impact the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

#### **Participation**

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to

participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

### **Discontinuation or Removal**

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication will be considered potential conflicts to effective membership.

### **Skills Sets**

Twelve skill sets have been identified as fundamentally critical to the decisions made by this Panel. Panel members must collectively maintain these skills sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill-sets with individuals possessing the same set of skills.

### **Oregon Accessibility Panel Representation**

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Learner (EL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

## APPENDIX D: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT

The specific universal tools, designated supports, and accommodations approved for Oregon's statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment 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 (cf. "Recommendation for Accessibility Support" form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, Smarter Balanced 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 make a determination as to whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from Governing States), 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 or not the request poses a threat to the measurement of the construct (cf. Appendix E: Approval Process for New Accessibility Supports). 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. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the Member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

**For the OAKS, Extended, Kindergarten, 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.

On the following page, there is a form that must be used when suggesting a new accessibility support for the Accessibility Panel to consider. Please fill this form out in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded at <http://www.ode.state.or.us/search/page/?id=487> 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?: <input type="checkbox"/> Non-Embedded?: <input type="checkbox"/> Both?: <input type="checkbox"/>	
<input type="checkbox"/> Smarter Balanced	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Mathematics
<input type="checkbox"/> OAKS Online	<input type="checkbox"/> Science <input type="checkbox"/> Social Sciences
<input type="checkbox"/> Extended Assessments	<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science
<input type="checkbox"/> Kindergarten Assessment	<input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning
<input type="checkbox"/> English Language Proficiency Assessment (ELPA)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking
Description of accessibility support:	

How will students use the support in assessment (describe for each):
Please include a sample of student work using the support.
Rationale for adding to an accessibility table(s):
Other factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request to: Brad Lenhardt at [Brad.Lenhardt@state.or.us](mailto:Brad.Lenhardt@state.or.us) ; Fax 503-378-5156; or Mail to: Brad Lenhardt, Office of Learning/Student Services Unit; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310

Date	Description	Page(s)
4/10/18	Deleted administration of Spanish-English Bilingual version of Early Math items.	10
4/11/18	Updated table to include guidance around bilingual assessors.	12
4/11/18	Updated accommodation to include language of origin, including, but not limited to Spanish (A205).	14