2022-23
Oregon Accessibility Manual

- Mathematics
- English Language Arts
- Science
- Extended Assessments
- English Language Proficiency

WITH ADDITIONAL GUIDANCE FOR NAEP

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DEPARTMENT OF
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Equity,
Accountability,
Excellence & Integrity

Contributors

Contributing Organizations

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1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with an engaging and affirming assessment experience, generating group summary results that are a fair and accurate estimate of academic achievement for systems-level decision-making. Further, ODE is building on a framework of accessibility for all students, including students who are emerging bilinguals (English Learners; ELs), students experiencing disability, and students who are experiencing disability who are also emerging bilinguals. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate accessibility supports when needed, based on the constructs being measured by each assessment (Table 1.1).

The Oregon Accessibility Manual (OAM) applies to the current school year and guides the selection and administration of universal tools, designated supports, and accommodations for all assessments within Oregon's Statewide Assessment System (OSAS), including all general, alternate, and interim assessments in:

- Mathematics, English Language Arts (ELA), and Science
- English Language Proficiency Assessment

For differences from previous versions of the OAM, see the "Change Log" section at the end of this manual.

Oregon's statewide assessments are intentionally aligned to Oregon's State Standards in Language Arts, Mathematics, Science, Social Sciences, and English Language Proficiency. The universal tools, designated supports, and accommodations that are appropriate for these assessments evolve to support alignment and incorporate available technology and may be different from those that were allowed in prior years. For Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this OAM during statewide testing to ensure valid scores. Further, all accessibility supports a student receives on Oregon's statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Accessibility supports are intended to reduce or eliminate barriers that inhibit students from demonstrating what they know and can do both during instruction and during an assessment. Students should have previous experience with the supports selected for use on Oregon's statewide assessments. The supports selected for assessment must be used during instruction, though not all instructional supports are viable for assessment. Implemented appropriately, assessment supports should not reduce learning expectations, nor should they give a student an unfair advantage or disadvantage over their classmates. Use of these supports during the administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

For assistance on how to select, administer, and evaluate the use of accessibility supports for instruction and assessment of all students, educators are encouraged to consult the [Council of](#) [Chief State School Officers' (CCSSO) Accessibility Manual](#). The process described in this manual is designed for use by general education teachers, teachers who provide English language development services, teachers who serve students experiencing disability, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other student support team as they work with students to select and use appropriate supports during participation in Oregon's Statewide Assessments.

The specific accessibility features approved for Oregon's Statewide Assessments may change as additional universal tools, designated supports, or accommodations are identified for the

assessment based on state experience, research findings, and/or the evolution of secure technologies. For the ELA and Mathematics assessments, the Smarter Balanced Assessment Consortium maintains a standing committee, including representatives from member states, which reviews suggested additional accessibility features to determine if changes are warranted. Proposed changes to the list of universal tools, designated supports, and accommodations are brought to governing members for review, input, and vote for approval.

Furthermore, for ELA and mathematics assessments, member states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. State leads from members of the Smarter Balanced Assessment Consortium will evaluate formal requests for unique accommodations/ designated supports and determine whether or not the request poses a threat to the measurement of the construct.

The Oregon Department of Education (ODE) maintains an Oregon Accessibility Panel, composed of measurement and accessibility experts from across the state, to determine which supports should be provided to Oregon's students across all of our state assessments, including ELA, math, science, ELPA, and ORExt. To submit a formal request for a new accessibility support, refer to Appendix D: Approval Process for a New Accessibility Support.

1.1 Intended Audience and Recommended Use

The OAM applies to all students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon's statewide assessments. This document focuses on accessibility supports (i.e., universal tools, designated supports, and accommodations) for the OSAS. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during an assessment. The OAM is also supported by the Test Administration Manual.

Oregon's general Statewide Assessments in Mathematics, ELA, Science, and ELPA contain embedded and non-embedded universal tools, designated supports, and accommodations (defined in Table 1.1 below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon's Extended Assessments incorporate principles of universal design into all item presentations and also allow for non-embedded accessibility supports.

Table 1.1: Types of Accessibility Supports

Type	Definition
Universal Tools	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.
Designated Supports	Access features of the assessment that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Oregon Statewide Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct,

Type	Definition
	grade-level standard, or intended outcome of the assessment.
	Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans <u>except</u> for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text and/or the scribe accommodations (if they have had sufficient experience with the use of these). The OAM provides parenthetical accommodation codes which can be included in a student's IEP or 504 as part of their assessment accommodation documentation.

The use of accessibility supports may result in the student needing additional overall time to complete the assessment.

The conceptual model that serves as the basis for the OAM is shown in Figure 1 (below). This figure portrays several aspects of the accessibility features: universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program [IEP] or 504 plan). It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports. Embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) within the OSAS Portal in advance of testing in order to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either enter these settings for individual students or to upload settings for multiple students.

Note: for districts using the interim assessment system, accessibility supports enabled in TIDE will remain in place for the student for summative assessments. All accessibility support settings should be verified for students before beginning Oregon's statewide summative assessments.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that the assessment is designed to measure. What is considered a universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, scribe). Universal tools, designated supports, and accommodations all yield valid scores that meet the technical adequacy assessment requirements of ESSA and count as participation in Oregon's Statewide Assessments when used in a manner consistent with the Oregon Accessibility Manual. Figure 1 illustrates the different categories of accessibility features supported within the OSAS.

Accommodation Codes: The Assessment Record Updating Application (ARUA) should be adjusted directly to indicate any of several special statuses for individual students. Student test records include accommodation code fields. These codes are listed within the Oregon Accessibility Manual next to the title of each of the accommodation support titles for all assessments.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual

Universal Tools

Embedded
Table 2.1 ELA_Math
Table 3.1 Science
Table 5.2 ELPA

Non-embedded
Table 2.2 ELA_Math
Table 3.2 Science
Table 4.1 ORExt
Table 5.3 ELPA

Designated Supports

Embedded
Table 2.3 ELA_Math
Table 3.3 Science
Table 5.4 ELPA

Non-embedded
Table 2.4 ELA_Math
Table 3.4 Science
Table 4.2 ORExt
Table 5.5 ELPA
Table 5.8 Alt ELPA

Accommodations

Embedded
Table 2.5 ELA_Math
Table 3.5 Science
Table 5.6 ELPA

Non-embedded
Table 2.6 ELA_Math
Table 3.6 Science
Table 4.3 ORExt
Table 5.7 ELPA
Table 5.9 Alt ELPA

1.2 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's OAM. Any change away from a standard administration not listed in the OAM is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by the Individuals with Disabilities Education Act (IDEA) to select for each assessment only state-approved supports, which do not invalidate the score of the assessment.

Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take an Oregon Statewide Assessment. Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.

A modified assessment will be invalidated even if it was modified in error.

- Memorandum No. 001-2006-07 provides additional criteria that may affect decisions about Accommodations and Modifications
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

1.3 Oregon Accessibility Manual Reading Requirements

Section 1.5 Training Requirements of the current Test Administration Manual states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the Oregon Accessibility Manual (OAM). ODE has identified role-specific reading requirements for the OAM as illustrated in the table below.

Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator	- Introduction - Accessibility Support Content Sections - Appendices A – F
School Test Coordinator	- Introduction - Accessibility Support Content Sections - Appendices A – F
Test Administrator	- Introduction - Accessibility Support Content Sections depending on the specific assessments that the TA will administer - Appendices A, B, and E & F depending on the specific assessments that the TA will administer
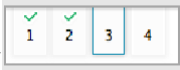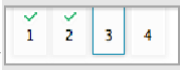
2.0 MATHEMATICS & ELA

In all tables referring to the Mathematics and ELA assessments, "Computer Adaptive Test" is abbreviated as CAT and "Performance Task" is abbreviated as PT.

Table 2.1: Embedded Universal Tools

2.1 Mathematics and ELA Assessments: Embedded Universal Tools	
Universal Tool	**Description**
Breaks (Pausing the test)	The number of items per session can be flexibly defined based on the student's need. Note: for the CAT, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student's test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See *Section 5.1 Testing Time* of the [Test Administration Manual](#) for guidance on estimated testing times for online assessments.
Calculator (for calculator-allowed Math items only, Grades 6-8 and 11) (See *Non-embedded Accommodations* for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items. This tool is available only for those specific items for which the OSAS Item Specifications indicated that it would be appropriate; these items include a calculator icon in the upper right corner of the screen. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Notes from the digital notepad can be copied and pasted into text response areas on most constructed response items.
English Dictionary (for ELA PT/full writes)	An English dictionary is available for the full write portion of an ELA PT.
English Thesaurus (for ELA PT/full writes)	An English thesaurus is available for the full write portion of an ELA PT.
English glossary	Grade and context appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms.

2.1 Mathematics and ELA Assessments: Embedded Universal Tools	
Universal Tool	**Description**
Expandable stimuli	Each stimulus and/or associated item (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA PT/full writes)	Global notes is a notepad that is available for ELA PT available within the full write segment of the ELA PT. A full write is the second part of a PT. The student clicks on the notepad icon for the notepad to appear. During the ELA PTs, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment. Notes from the global notepad can be copied and pasted into text response areas.
Highlighter	A digital tool for marking desired text, item questions, or item answers with a color.
Keyboard navigation	Allows students to navigate through text with a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. Students use this onscreen tool to focus attention on individual lines of text on the screen, one by one.
Mark for review	Allows students to flag items for future review during the assessment. Flags are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math Tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one of more of these tools would be appropriate.
Mouse Pointer (Size and Color)	The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Navigation Language	Manages the language in which button names, messages, and other User Interface elements, except for the actual test content, are displayed in the Student Testing Site. Available in English or Spanish.
Paginated Item Groups	Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons ( ) for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.

2.1 Mathematics and ELA Assessments: Embedded Universal Tools	
Universal Tool	Description
Response Recovery	Enables a student to recover every saved (or auto-saved) draft on a constructed response item. All drafts are ordered from most recent to oldest and grouped by sitting during the same testing session (each time the student logged in and tested).
Spell check (for ELA performance tasks/full writes)	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the OSAS Item Specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for Math and ELA constructed response items..
Strikethrough	Allows students to cross out answer options.
Writing tools (for ELA PT/full writes)	Selected writing tools (i.e., **bold**, *italic*, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 2.3 ELA & Math: Embedded Designated Supports]).

Table 2.2: Non-embedded Universal Tools

2.2 Mathematics & ELA Assessments: Non-embedded Universal Tools	
Universal Tool	Description
Auditory amplification devices, hearing aids	The student adjusts the volume control beyond the computer's built-in settings, using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
English Dictionary (for ELA performance task/full writes)	An English dictionary may be provided for the full write segment of an ELA performance task.
English Thesaurus	A thesaurus contains synonyms of terms students can access while

2.2 Mathematics & ELA Assessments: Non-embedded Universal Tools	
Universal Tool	**Description**
	interacting with text included in the ELA PT full write.
Scratch paper	Scratch paper and accompanying writing implements (e.g., pencil, pen, marker) may be made available in order to make notes, write computations, or record responses. A whiteboard with a marker may be used as scratch paper. • For ELA, only plain paper or lined paper is appropriate. • For Math, plain or lined paper may be made available to all students. Graph paper must be made available to students beginning in sixth grade. Note: Some students will need to use assistive technology devices as aligned to a child's IEP or 504. As long as the construct being measured is not impacted digital graph paper and low-tech assistive technology (e.g., Math Window), are permitted. Access to the internet must be disabled on assistive technology devices. Please refer to 2.6 Non-embedded Accommodations for additional information. *Security Requirements for Scratch Paper:* CAT: All scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. PTs: For students continuing an ELA or Math PT across multiple sessions, scratch paper, whiteboards, and/or assistive technology devices may be made available to the student at the next testing session. To maintain test security, TAs must direct students to write their names (or other appropriate identifying information) on their scratch paper before collecting it at the end of each testing session. Once a student completes the PT, their scratch paper must be collected and securely destroyed and all notes on whiteboards and/or assistive technology devices must be erased to maintain test security. See *Section 2.4* of the [Test Administration Manual]().

Table 2.3: Embedded Designated Supports

2.3 Mathematics & ELA Assessments: Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
Color choices	**DESCRIPTION:** Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.

2.3 Mathematics & ELA Assessments: Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Dictation (Embedded Speech-to-Text) (for Math) (See Table 2.5 for ELA content)	**DESCRIPTION:** Students can dictate responses to constructed-response items embedded in the computer system. It is the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation. **RECOMMENDATIONS FOR USE:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which is transcribed as text in the item response area.
Masking	**DESCRIPTION:** Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. **RECOMMENDATIONS FOR USE:** Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Print on request	**DESCRIPTION:** Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. *Security Requirement:* All printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event to maintain security. Students may not keep printed test items for use during future testing events. See *Section 2.4* of the [Test Administration Manual](#). **RECOMMENDATIONS FOR USE:** Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support.
Print size	**DESCRIPTION:** To support students with visual impairments, the default print size of the entire test may be set for the student in the Test Information Distribution Engine (TIDE), or set by the test administrator prior to the start of the test. **RECOMMENDATIONS FOR USE:** Some students with visual impairments or other disabilities may need paper copies of either passages/stimuli and/or items enlarged. A very small percentage of students should need this support.
Streamlined	**DESCRIPTION:** This designated support provides a streamlined interface

2.3 Mathematics & ELA Assessments: Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
Interface Mode	of the test in an alternate, simplified format in which the items are displayed below the stimuli. **RECOMMENDATIONS FOR USE:** This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamlined format.
Text-to-speech (TTS) • <u>Math CAT and PT</u> stimuli and items • <u>ELA PT</u> reading stimuli and items • <u>ELA CAT</u>: items Note: Only the *items* will be read using the embedded TTS. The reading stimuli/passages shown on the left side of the screen will <u>not</u> be read. See Table 2.5. * TIDE setting options: • <u>Math CAT and PT</u>: items; stimuli; or items and stimuli • <u>ELA CAT</u>: items only • <u>ELA PT</u>: items; stimuli; or items and stimuli	**DESCRIPTION:** Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student's responses to constructed-response items. The student is able to control the speed as well as the volume level of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting. If appropriate for the student, a "Tracking" feature can also be enabled in the TA interface which highlights words as they are being read aloud by TTS. In addition to English TTS, Spanish TTS is available in Math for students who also have the *Translations (dual language)* designated support enabled. A Spanish language pack must be installed on the student's testing device in order for Spanish TTS to function properly. **All or portions of the approved content may be read aloud via embedded text-to-speech technology.* **RECOMMENDATIONS FOR USE:** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. This support may be confusing and may impede the performance of students who do not regularly have the support during instruction. Students should use this support regularly during instruction to meaningfully benefit from it on assessments. Note: The embedded designated support of text-to-speech is not available for ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4).
Translations (dual language) (for Math items)	**DESCRIPTION:** Dual language translations are a language support that provides the full Spanish-language translation of each Math item and stimulus. **RECOMMENDATIONS FOR USE:** For students whose primary language is not English and who use dual language supports in the classroom, the use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase the reading load and cognitive load. If the dual language translation is enabled, an additional pulldown menu

2.3 Mathematics & ELA Assessments: Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	will appear in constructed response boxes that allows a student to toggle between English and Spanish to Spellcheck their response in either language. If Text-to-Speech (TTS) and/or Speech-to-Text (STT), are enabled in addition to the dual language translation, the student may use these supports in their constructed response, in addition to Spellcheck. For example, a student typing a response in Spanish can check the spelling in Spanish by choosing "Español" from the language toggle menu. If TTS is enabled and a Spanish language pack is installed on the student's computer, the student's response can be read back in Spanish.
Translations (glossaries) (for Math items)	DESCRIPTION: Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. RECOMMENDATIONS FOR USE: Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. Students who use the audio icon will need headphones unless tested individually in a separate setting.
Turn off any universal tools	DESCRIPTION: Disabling any universal tools that might be distracting or that a student does not need to use or is unable to use. RECOMMENDATIONS FOR USE: Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student. Note: Universal tools are disabled via the TA interface, not through TIDE.

Table 2.4: Non-embedded Designated Supports

2.4 Mathematics & ELA Assessments: Non-Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Abacus (for Math, all grades)	DESCRIPTION: The abacus, also called a counting frame, is a calculating tool. RECOMMENDATIONS FOR USE: This tool may be used by students who typically use an abacus.
Bilingual dictionary (for ELA PT full writes)	DESCRIPTION: A bilingual/dual language word- to-word dictionary is a language support that may be provided for the full write portion of an ELA PT. Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student's home language but do not

2.4 Mathematics & ELA Assessments: Non-Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	provide a definition. **RECOMMENDATIONS FOR USE:** For students whose primary language is not English and who use dual language supports in the classroom, the use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language.
Color overlays	**DESCRIPTION:** Color transparencies are placed over printed test materials or on the computer screen. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification	**DESCRIPTION:** The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. (See Table 2.6 for a description of the Alternate Response Option accommodation). Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal tool. **RECOMMENDATIONS FOR USE:** Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.
Manipulatives (for Math, all grades) Manipulatives used during testing *must* be listed in this table and should be used during instruction so they are familiar to students. Using manipulatives not included in this list will result in a testing impropriety and student test invalidation.	**DESCRIPTION:** Manipulatives are tactile tools that provide concrete representations of mathematical ideas. Allowable manipulatives (see Appendix F for images): • Algebra tiles • Base-ten blocks or pieces • Colored chips, including those with positive and negative sides • Colored tiles • Counters (e.g., beans, blocks, craft sticks, tiles, or similar) • Cuisenaire rods • Dot paper (square or hex) • Fraction strips or fraction pieces (unlabeled only) • Geoboard and bands • Geometric shapes (2D and 3D) • Interlocking cubes (e.g., Unifix, Omnifix) • Number rack (e.g., rekenrek) • Pattern blocks • Trays, containers, or bags for storage and/or sorting Additional manipulatives may be requested through the process described in Appendix F.

2.4 Mathematics & ELA Assessments: Non-Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	RECOMMENDATIONS FOR USE: The intent of this support is to make students' testing environment more consistent with their learning environment. Students who benefit from the use of manipulatives during instruction may use this support during their assessment. Manipulatives are available to help students think, not to give them answers. *Guidelines for Administration:* Manipulatives must neither directly provide students with answers nor identify the process by which students may determine the answer. Manipulatives must be provided to the student in a tray, container, or bag before testing begins. Manipulatives must be stored at the student's testing area to minimize movement. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students must work individually with manipulatives. Students are not to be coached as to which manipulatives to use, nor on how to use them. The use of this designated support may result in additional logistical considerations for the testing environment.
Medical supports	**DESCRIPTION:** Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include an internet capable device, and should only support the student during testing for medical reasons. **RECOMMENDATIONS FOR USE:** TAs should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. The use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security. Medical supports would encompass any supports prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.
Noise buffers (district or school provided)	**DESCRIPTION:** Ear mufflers, white noise, and/or other equipment used to block external sounds. **RECOMMENDATIONS FOR USE:** The student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Read Aloud	**DESCRIPTION:** Text is read aloud to the student by a trained and qualified

2.4 Mathematics & ELA Assessments: Non-Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
*Available options: **Math CAT and PT:** All test content may be read aloud. **ELA CAT:** Only *items* may be read aloud. The stimuli (reading passages shown on the left side of the screen) **cannot** be read. See Table 2.6. **ELA PT:** All content may be read aloud, including any stimuli.	human reader who follows the administration guidelines provided in the [Read Aloud Guidelines](#) for ELA and Mathematics assessments, including the student's written responses to text response items ** All or portions of the approved content may be read aloud.* **RECOMMENDATIONS FOR USE:** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may require use of a separate setting.
Read aloud in Spanish (for Math, all grades)	**DESCRIPTION:** The Spanish text is read aloud to the student by a trained and qualified human reader who follows the [Spanish Read Aloud Guidance](#) for ELA and Mathematics assessments. All or portions of the Math assessment may be read aloud. **RECOMMENDATIONS FOR USE:** Students receiving the Translations (dual language) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may require use of a separate setting.
Scribe (for all items **except** ELA PT full write. See Table 2.6 for ELA PT/full write)	**DESCRIPTION:** Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified and must follow the administration guidelines provided in the [Scribing Protocol](#) for ELA and Mathematics assessments. **RECOMMENDATIONS FOR USE:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human.
Separate Setting	**DESCRIPTION:** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. Additionally, a student may test in a separate setting if their assessment needs to be administered at a different time of day than other students, if they need to read aloud or sub-vocalize text, retell a reading passage in their own words before responding to items, or if they need the use of a calming device or support

2.4 Mathematics & ELA Assessments: Non-Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
	(as recommended by educators and/or specialists).
	RECOMMENDATIONS FOR USE: The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a TA when the student requires it. A separate setting covers all environmental modifications, not just the physical location of testing.
Simplified Test Directions	**DESCRIPTION:** The test administrator reads the simplified or paraphrased test directions as found in the respective *Student Directions for (content area)* sections of the [Test Administration Manual](#).
	RECOMMENDATIONS FOR USE: Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated Test Directions	**DESCRIPTION:** Translation of test directions is a language support available prior to beginning the actual test.
	Students can receive test directions in another language. A Spanish translation of the test directions is included in the [Test Administration Manual](#). PDF files of translated directions are available for download on the [OSAS Portal](#) in each of the languages currently supported: Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Marshallese, Mandarin, Punjabi, Russian, Somali, S'Gaw Karen, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik. Translated test directions can be read to the student by a biliterate adult.
	RECOMMENDATIONS FOR USE: Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. A multilingual adult can read the test directions to the student.

Table 2.5: Embedded Accommodations

2.5 Mathematics & ELA Assessments: Embedded Accommodations	
Accommodation	**Description and Recommendations for Use**
American Sign Language (ASL) (for ELA Listening stimuli	**DESCRIPTION:** Test content is translated into ASL video. An ASL interpreter and the translated test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. **RECOMMENDATIONS FOR USE:** Some students who are deaf or hard of

2.5 Mathematics & ELA Assessments: Embedded Accommodations	
Accommodation	Description and Recommendations for Use
and Math) (A223)	hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.
Audio Transcript (for ELA Listening stimuli) (A231) (Should ONLY be turned on for students who will also be using Closed Captioning.)	**DESCRIPTION:** Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning and are not available for all ELA Listening items. **RECOMMENDATIONS FOR USE:** Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. Students who are visually impaired, or blind and deaf or hard of hearing AND who use Braille may have access to this support. The Audio Transcript and Closed Captioning accommodations must both be assigned in TIDE in order to activate this support in the test. Turning Audio Transcript on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.
Braille (A218)	**DESCRIPTION:** A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for Math. Braille Files available in paper form: ELA • UEB Contracted; UEB Uncontracted Mathematics • UEB Contracted with Nemeth math; UEB Uncontracted with Nemeth math The type of Braille presented to the student (contracted or uncontracted) is set in TIDE. **RECOMMENDATIONS FOR USE:** Students with visual impairments may read text via Braille. Tactile overlays, graphics, and Braille Print Sticker labels may also be used to assist the student in accessing content through touch. Due to limitations with refreshable Braille technology and Math Braille codes, refreshable Braille is available only for ELA or literary questions within the ELA assessment. For Math and Science, Braille files will be provided in paper form via an embosser; embosser-produced Braille files can also be used for ELA. Alternative text descriptions are embedded in the assessment for all graphics.

2.5 Mathematics & ELA Assessments: Embedded Accommodations	
Accommodation	Description and Recommendations for Use
	The type of Braille presented to the student (contracted or non-contracted) is set in TIDE. Note: All embossed Braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.
Closed Captioning (for ELA listening stimuli) (A224)	DESCRIPTION: Printed text that appears on the computer screen as audio materials are presented. RECOMMENDATIONS FOR USE: Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.
Dictation (Embedded Speech-to-Text) (for ELA) (A311) (See Table 2.3 for Math content)	DESCRIPTION: Students can dictate responses to constructed-response items embedded in the computer system. It is the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation. RECOMMENDATIONS FOR USE: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which is transcribed as text in the item response area.
Text-to-speech (for ELA CAT reading stimuli) (A225) (See Table 2.3 for ELA CAT and PT items and all Math content)	DESCRIPTION: Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student's responses to constructed-response items. The student is able to control the speed as well as the volume level of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting. If appropriate for the student, a "Tracking" feature can also be enabled in the TA interface which highlights words as they are being read aloud by TTS. RECOMMENDATIONS FOR USE: This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan.
Word Prediction (A313)	DESCRIPTION: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. RECOMMENDATIONS FOR USE: Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word

2.5 Mathematics & ELA Assessments: Embedded Accommodations	
Accommodation	Description and Recommendations for Use
	prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction.

Table 2.6: Non-embedded Accommodations

2.6 Mathematics & ELA Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
100s Number Table (A604)	**DESCRIPTION:** A paper-based table listing numbers from 1–100 is available under OSAS Resources ("Other") in the OSAS Portal. **RECOMMENDATIONS FOR USE:** Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Alternate Response Options (A302) (Requires "Permissive Mode" to be enabled via TIDE)	**DESCRIPTION:** Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **RECOMMENDATIONS FOR USE: RECOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Calculator (A602) (for calculator-allowed items only, Grades 6-8 and 11)	**DESCRIPTION:** A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a Braille calculator or a talking calculator, is currently unavailable within the assessment platform. **RECOMMENDATIONS FOR USE:** Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
Multiplication Table (for Math items in Grade 4 and above) (A603)	**DESCRIPTION:** A paper-based 1-12 multiplication table is available on the OSAS portal. **RECOMMENDATIONS FOR USE:** For students with a documented and persistent calculation disability (i.e., dyscalculia).
Read Aloud (for ELA reading stimuli) See Table 2.4 for ELA CAT and	**DESCRIPTION:** Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for our ELA and Mathematics assessments, including the student's responses to constructed-response items. *All or portions of the approved content may be read aloud. Refer to the

2.6 Mathematics & ELA Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
PT items and all Math content) (A227)	[Guidelines for Choosing the Read Aloud Accommodation](#) when deciding if this accommodation is appropriate for a student. **RECOMMENDATIONS FOR USE:** This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may require the use of a separate setting.
Scribe (for ELA Assessment PT full write) See Table 2.4 ELA & Math: Non-Embedded Designated Supports for math and non-writing other ELA items) (A312)	**DESCRIPTION:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the [Scribing Protocol](#) for our ELA and Mathematics assessments. **RECOMMENDATIONS FOR USE:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA PT full write. The full write is the second part of the PT. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe and to view what they produce while composing via dictation to the scribe.
Signed Interpretation (A228)	**DESCRIPTION:** Text is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in *Appendix A: Guidelines for Signed Interpretation Support*. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Appendix A - Guidelines for Signed Interpretation Support—to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment. Student directions are located in the [Test Administration Manual](#). The use of this accommodation may require the use of a separate setting. **RECOMMENDATIONS FOR USE:** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.
Speech-to-text (STT) (A311)	**DESCRIPTION:** Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of

2.6 Mathematics & ELA Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
	embedded speech-to-text (see Non-embedded speech-to-text),
	RECOMMENDATIONS FOR USE: Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.
	Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text (STT) software requires that the student go back through all generated text to correct errors in transcription, including the use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of STT does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use STT also be able to develop planning notes via STT, and to view what they produce when composing via STT.
	Setting Up STT:
	• Install STT program (e.g., Dragon) on the computer that the student will use for the test • "Enable" the Permissive Mode in TIDE • Before the TA opens the OSAS Secure Browser, the STT program needs to be engaged • Open the OSAS Secure Browser and have the student log in to begin the test
	Cambium Assessment, Inc. (CAI) does not officially support any particular STT software or perform quality control testing to ensure compatibility between the OSAS Secure Browser, test content, and third-party STT software options. Districts should ensure that whatever software is used during test administration is consistent with the software student's use during instruction. To ensure compatibility before test administration begins, CAI and ODE recommend trying the STT software with the secure browser using the sample test. Because CAI does not formally support STT software, districts should also note that CAI's ability to troubleshoot compatibility issues is limited.
Transfer Student Response (A317)	**DESCRIPTION:** Transfer Student Response is used to move the student's written words from a device that uses Speech-to-Text and/or Word Prediction software to a device that is running the OSAS Secure Browser when that system is not currently supported.
	RECOMMENDATIONS FOR USE: This accommodation is only for students who use Speech-to-Text and/or Word Prediction as a part of their regular daily instruction and assessment and do not qualify for the Scribe support. Many students use Speech-to-Text and/or Word Prediction in their regular daily instruction but do not use Scribe in their regular daily instruction. TAs can use this support to transfer a student's independently-generated text, exactly as the student presented it, into the OSAS secure browser.

2.6 Mathematics & ELA Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
Word Prediction (A313)	**DESCRIPTION:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. *The program must use only single word prediction.*
	Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to- speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.
	RECOMMENDATIONS FOR USE: Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

3.0 SCIENCE

Table 3.1: Embedded Universal Tools

3.1 Science Assessment: Embedded Universal Tools	
Universal Tool	Description
Breaks (Pausing the test)	The number of items per session can be flexibly defined based on the student's need. Note: If the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously completed items. There is no limit on the number of times that a student's test may be paused. See Section 5.1 Testing Time of the Test Administration Manual for guidance on estimated testing times for online assessments.
Calculators	An embedded on-screen digital calculator can be accessed when students click on the calculator button. Students in grade 5 are allowed to use a four-function calculator. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use a handheld calculator they are familiar with and use on a regular basis or the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator) (see Table 3.2 Science Non-embedded Universal Tools).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student takes a break of more than 20 minutes.
Expandable stimuli	Each stimulus and/or associated item (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse.
Line reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next.
Mouse Pointer (Size and Color)	The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Periodic Table	All students in grade 8 and high school are able to access the onscreen Periodic Table.

3.1 Science Assessment: Embedded Universal Tools	
Universal Tool	Description
Strikethrough	Allows users to cross out answer options.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 3.3 Science: Embedded Designated Supports].)

Table 3.2: Non-embedded Universal Tools

3.2 Science Assessment: Non-embedded Universal Tools	
Universal Tool	Description
Auditory amplification devices, hearing aids, external speakers, noise buffers	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculators	Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators). Security Requirements: • Calculators with communication functionality are NOT allowed. • Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the calculator available through the student test interface. • Calculators used during testing should be those used during instruction so they are familiar to the students. Talking calculators may be used by students who need them, so long as the following conditions are satisfied: • The TA must prevent distractions for other students through tactics such as using the calculator with earphones or testing the student in a separate test environment. • Prior to testing, the TA must ensure that the calculator settings comply with

3.2 Science Assessment: Non-embedded Universal Tools	
Universal Tool	Description
	the accessibility guidelines for reading math symbols and numerals aloud posted on the accessibility web page ([Read Aloud Guidelines](#)).
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these on a printed stimulus or item with a color.
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed.
Multiplication Table	All students in grades 5, 8, and 11 may use a multiplication table (1-12), either as a chart on the wall or on a piece of paper to assist them on the OSAS Science Assessment.
100s Number Table	A paper-based table listing numbers from 1–100 is available under OSAS Resources ("Other") in the [OSAS portal](#).
Periodic Table (for Science)	All students in grade 8 and high school may only use the ODE- provided [periodic table](#) or the on-screen periodic table (See Table 3.1: Sci Embedded Universal Tools).
Response aids	A tool for use on printed items. Examples: adaptive pencils, key guards, and skins.
Scratch paper	Scratch paper (blank, of any color, unlined, lined, or graph paper) to make notes, write computations, or record responses may be made available. Any support items that students use to identify critical information or record notes are allowed (e.g., marker, pen, pencil). A whiteboard with a marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to the internet must be disabled on assistive technology devices. Security Requirement: to maintain security, TAs must direct students to write their names (or some appropriate identifying information) on the scratch paper, and then collect, inventory, and securely store or destroy the notes at the end of each test session. See *Section 2.4* of the [Test Administration Manual](#).

Table 3.3: Embedded Designated Supports

3.3 Science Assessment: Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Color choices	**DESCRIPTION:** Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual

3.3 Science Assessment: Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
	impairments, or other print disabilities, (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.
Masking	**DESCRIPTION:** Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Masking helps students to focus their attention on a specific part of a test item.
	RECOMMENDATIONS FOR USE: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
	Masking allows students to hide and reveal individual answer options, as well as navigational buttons and menus.
Print on request	**DESCRIPTION:** Paper copies of stimuli (including passages) and/or items are printed for students.
	Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See *Section 2.4* of the [Test Administration Manual]().
	RECOMMENDATIONS FOR USE: Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally- provided color contrasts do not meet their needs. Choice of colors should be informed by evidence of those colors that meet the student's needs. A very small percentage of students should need this support.
Print size	**DESCRIPTION:** To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test.
	RECOMMENDATIONS FOR USE: Some students with visual impairments or other disabilities may need paper copies of either passages/stimuli and/or items enlarged. A very small percentage of students should need this support.
Streamlined Interface Mode	**DESCRIPTION:** This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
	RECOMMENDATIONS FOR USE: This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamlined format.

3.3 Science Assessment: Embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
Text-to-Speech	**DESCRIPTION:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. And, if appropriate for the student, a "Tracking" feature can be enabled in the TA interface which highlights words as they are being read aloud by TTS. For Science only: Text-to-speech is also available in Spanish for students with the Translation (Spanish/English) designated support. Note: the Spanish text-to-speech requires the installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide. **RECOMMENDATIONS FOR USE:** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translation (Spanish / English Toggle)	**DESCRIPTION:** The Spanish/English Toggle allows students to change the presentation language of the item Administration of all non-English versions of the Statewide Assessment must be implemented in accordance with designated supports guidelines as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference the Test Administration Manual. **RECOMMENDATIONS FOR USE:** For students whose primary language is Spanish and who use dual language supports in the classroom, the use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support may increase the reading load and cognitive load.
Turn off any universal tools	**DESCRIPTION:** Disabling any universal tools that might be distracting or that a student does not need to use or is unable to use. **RECOMMENDATIONS FOR USE:** Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student. Note: universal tools are disabled via the TA interface, not through TIDE.

Table 3.4: Non-embedded Designated Supports

3.4 Science Assessment: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Abacus	**DESCRIPTION:** The abacus, also called a counting frame, is a calculating tool. **RECOMMENDATIONS FOR USE:** This tool may be used by students who typically use an abacus.
Color overlays	**DESCRIPTION:** Color transparencies are placed over printed test materials or on the computer screen. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.
Interpret directions orally	**DESCRIPTION:** Test directions may be interpreted by the personnel designated as competent by their district to make language interpretations for educational purposes. Student directions are provided in both English and Spanish in the [Test Administration Manual](#). **RECOMMENDATIONS FOR USE:** Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Magnification	**DESCRIPTION:** The size of specific areas of the screen (e.g,, text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal too, or color choices not provided among those available for selection in the test delivery system. **RECOMMENDATIONS FOR USE:** Students used to viewing enlarged text or graphics or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.
Manipulatives (for all grades) **Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to students.**	**DESCRIPTION:** Manipulatives are tactile tools that provide concrete representations of mathematical ideas. Allowable manipulatives (see Appendix F for images): • Algebra tiles • Base-ten blocks or pieces • Colored chips, including • those with positive and • negative sides • Colored tiles • Counters (e.g., beans, blocks, craft sticks, tiles, or similar)

| 3.4 Science Assessment: Non-embedded Designated Supports ||
Designated Support	Description and Recommendations for Use
Using manipulatives **not included** in the list will result in a testing impropriety and student test invalidation.	- Cuisenaire rods - Dot paper (square or hex) - Fraction strips or fraction pieces (unlabeled only) - Geoboard and bands - Geometric shapes (2D and 3D) - Interlocking cubes (e.g., Unifix, Omnifix) - Number rack (rekenrek) - Pattern blocks - Trays, containers, or bags for storage and/or sorting Additional manipulatives may be requested through the process described in Appendix F. The intent of this support is to make students' testing environment more consistent with their learning environment. **RECOMMENDATIONS FOR USE:** Students who benefit from the use of manipulatives during instruction may use this support during their assessment. Manipulatives are available to help students think, not to give them answers. Guidelines for Administration: Manipulatives must neither directly provide students with answers nor identify the process by which students may determine the answer. Manipulatives must be provided to the student in a tray, container, or bag before testing begins. Manipulatives must be stored at the student's testing area to minimize movement. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students must work individually with manipulatives. Students are not to be coached as to which manipulatives to use, nor on how to use them. The use of this designated support may result in additional logistical considerations for the testing environment.
Medical supports	**DESCRIPTION:** Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone or smart watch, and should only support the student during testing for medical reasons. Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. The use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. **RECOMMENDATIONS FOR USE:** Medical supports would encompass any supports prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate

3.4 Science Assessment: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	setting or additional monitoring by the test administrator to ensure the student is accessing the internet for any other purpose.
Noise buffers (district or school provided)	**DESCRIPTION:** Ear mufflers, white noise, and/or other equipment used to block external sounds. The student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. **RECOMMENDATIONS FOR USE:** Students who use noise buffers that may cause disruption to other students will need to test in a separate setting.
Read Aloud	**DESCRIPTION:** Science items/stimuli and response choices are read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the [Read Aloud Guidelines](#). Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. **RECOMMENDATIONS FOR USE:** Students with reading-related disabilities or students who are blind and do not yet have adequate Braille skills may also need this support. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may require the use of a separate setting.
Read Aloud in Spanish	**DESCRIPTION:** Science items/stimuli and response choices are read aloud to the student in Spanish by a trained and qualified human reader who follows the administration guidelines provided in the [Read Aloud Guidelines in Spanish](#). **RECOMMENDATIONS FOR USE:** Students receiving the translations (dual-language) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may require the use of a separate setting.
Recording Device	**DESCRIPTION:** A student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses. **RECOMMENDATIONS FOR USE:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which can then be transferred into the testing platform verbatim. A student may record their responses into a recording device prior to

3.4 Science Assessment: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.
Scribe	**DESCRIPTION:** Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Protocol for our Science assessment. **RECOMMENDATIONS FOR USE:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim.
Separate setting	**DESCRIPTION:** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to the student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). **RECOMMENDATIONS FOR USE:** Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a test proctor (TA) when a student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket.
Simplified Test Directions	**DESCRIPTION:** The test administrator reads the simplified or paraphrased test directions as found in the Oregon Test Administration Manual (TAM). **RECOMMENDATIONS FOR USE:** Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated Test Directions	**DESCRIPTION:** Translation of test directions is a language support available prior to beginning the actual test. **RECOMMENDATIONS FOR USE:** Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities)

3.4 Science Assessment: Non-embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
	can use the translated test directions. A multilingual adult can read the test directions to the student.
	Students can receive test directions in another language. A Spanish translation of the test directions is included in the [Test Administration Manual](#). The Braille version of the directions can be acquired through OTMC (Oregon Textbook and Media Center).

Table 3.5: Embedded Accommodations

3.5 Science Assessment: Embedded Accommodations	
Accommodation	**Description and Recommendations for Use**
Braille (A218)	**DESCRIPTION:** The Science assessment is available to students who use Braille. Braille Files available in paper form: <u>Science</u> • UEB Contracted with Nemeth math Prior to administering the assessment through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering the Science assessment through the Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the Braille Interface receive training on all supporting Braille equipment and receive an opportunity to access the Sample Tests available on the [OSAS portal](#) prior to taking the test. **RECOMMENDATIONS FOR USE:** Students with visual impairments may read text via Braille. Tactile overlays, graphics, and Braille Print Sticker labels may also be used to assist the student in accessing content through touch. Due to limitations with refreshable Braille technology and Math Braille codes, refreshable Braille is available only for ELA or literary questions within the ELA assessment. For Math and Science, Braille files will be provided in paper form via an embosser; embosser-produced Braille files can also be used for ELA. Alternative text descriptions are embedded in the assessment for all graphics. The type of Braille presented to the student (contracted or non-contracted) is set in TIDE. Note: All embossed Braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.

Table 3.6: Non-embedded Accommodations

3.6 Science Assessment: Non-embedded Accommodations	
Accommodation	**Description and Recommendations for Use**
Alternate Response	**DESCRIPTION:** Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys,

3.6 Science Assessment: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
Options (A302) (Requires "Permissive Mode" via TIDE)	adapted mouse, touch screen, head wand, and switches. **RECOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Signed interpretation (A102) (A228)	**DESCRIPTION:** Text is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in Appendix A: Guidelines for Signed Interpretation Support. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support-to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment. The verbatim student directions are located in the Test Administration Manual. Signed interpretation is available as an accommodation for students whose need is documented in an IEP or 504 plan (See Appendix A: Guidelines for Signed Interpretation Support). The use of this accommodation may require the use of a separate setting. **RECOMMENDATIONS FOR USE:** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.

4.0 OREGON EXTENDED ASSESSMENTS

Table 4.1: Non-embedded Universal Tools

4.1 Oregon Extended Assessments: Non-embedded Universal Tools	
Universal Tool	**Description**
Abacus	This tool may be used for students who typically use an abacus.
Auditory amplification devices, hearing aids, noise buffers	These tools may be used to support students who are deaf or hard of hearing or for students whose focus or attention is enhanced by these kinds of auditory support(s).
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculators	Calculators are allowed for all students in all grades at all times on the ORExt. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).
	Calculators used during testing should be those used during instruction so they are familiar to the students. Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed. Calculators cannot be shared between students during testing. Each student will need to use their own calculator. Talking calculators may be used by students who need them, so long as the following conditions are satisfied:
	• The QA/QT must prevent distractions for other students through tactics such as using the calculator with earphones or testing the student in a separate test environment.
	• Prior to testing, the QA/QT must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted within the Guidelines for Real Aloud document.
ELA Writing Item Consumables	Downloadable paper/pencil versions of the ORExt ELA writing items are available. Any student taking the ORExt via electronic platform has the option to utilize the ELA writing item consumables. Consumables must be securely shredded immediately following scoring and data entry for the testing event.
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Manipulatives	Manipulatives should be made available to all students at all grades if requested.
	• Algebra tiles
	• Balance, including "Hands-on-Math Algebra" balance
	• Base-ten blocks

4.1 Oregon Extended Assessments: Non-embedded Universal Tools	
Universal Tool	**Description**
	• Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten • Colored chips, including positive and negative chips • Color tiles • Cubes • Cuisenaire rods • Dice • Dominoes or checkers • Dot paper (square or hex) • Egg cartons of various sizes • Fraction strips or fraction pieces • Geoboard and rubber bands • Geometric shapes – 2D and 3D • Interlocking cubes • Legos • Marbles or colored cubes and containers • Measuring cups and spoons with marks and text • Pattern blocks • Patty paper (small square sheets) • Play money • Playing cards or numbered cards • Scissors • Spinners • Stopwatch • String • Tangrams • Tiles • Touch math cards • Transparent sheets, mirrors, MIRA™ -- symmetry tools • 2-D nets Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students. Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. Manipulatives must be available in the test environment where students may get them if they choose to use them. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students are not to work with manipulatives in concert with other students. Students are not to be coached as to which manipulatives to use.
Marker, pen, and pencil	Any support items that students use to identify critical information or record notes are allowed on the ORExt.
Markers	A tool to limit distractions by hiding or marking text.
Posters	A tool offering students encouragement or inspiration without any specific relation to content standards. For example:

| 4.1 Oregon Extended Assessments: Non-embedded Universal Tools ||
Universal Tool	Description
	o "Believe in Yourself" o "Set your dreams high"
Response aids	A tool for use on printed items. Examples: adaptive pencils, key guards, and skins.
Rulers	A tool used to measure length. The ruler may display both metric and English standard units.
Scratch paper	Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards.
Tablet administration functions	The tablet administration includes several embedded tools that all students who participate in this manner can access, including: o Sizing/resizing screen o Setting volume and audio pace o Repeating the audio o Resetting items in order to change an answer selection o Scrolling to other items opened during the same test session to change an answer selection o Writing/erasing using the keyboard, touchscreen, or writing stylus There is also a myriad of possibilities of using Augmentative or Alternative Communication Devices (AACD) and/or other assistive technology devices (AT) with the OR Ext tablet administration. Provided that these AACD and/or AT devices are familiar to the student, used in the classroom for instruction, and do not violate the construct being measured, they are acceptable for use on the OR Ext tablet administration (see Designated Support section below for further information).
Thermometers with numbers on a scale	A tool used to measure temperature. The thermometer may display both Fahrenheit and Celsius scales.

Table 4.2: Non-embedded Designated Supports

| 4.2 Oregon Extended Assessments: Non-embedded Designated Supports ||
Designated Support	Description and Recommendations for Use
Color overlays	**Description:** Color transparencies are placed over printed test materials or on the computer screen. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.

4.2 Oregon Extended Assessments: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Enlarged Print	**Description:** A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or QA/QT 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 (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. **RECOMMENDATIONS FOR USE:** Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering the 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.
Human-based read-aloud	**Description:** QA/QT's are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA/QT and a student regarding test questions or content are not allowable and may be treated as a testing impropriety. Read aloud designated support must be provided individually and typically requires a separate setting. **RECOMMENDATIONS FOR USE:** Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. QA/QT's must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request. QA/QT's must: • avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices • use even pace and tone when reading so that the student does not

4.2 Oregon Extended Assessments: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	• receive any clues from the reader • read test items or prompts, text, and answer choices exactly as written • not clarify, elaborate, or provide assistance to students • not answer questions about specific test items and/or answer choices
Interpret directions orally	**Description:** For all assessments that do not have a side-by-side version, such as the ORExt, directions may be interpreted by the personnel designated as competent by their district to make language interpretations for educational purposes. Translations must be conducted by a person whom the district has determined is qualified to administer such translation. **RECOMMENDATIONS FOR USE:** Students who need additional support understanding the test directions may benefit from this resource. A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support.
Masking	**Description:** Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.
Medical device	**Description:** Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. **RECOMMENDATIONS FOR USE:** Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. The use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Point to or dictate multiple-choice responses to a test administrator	**Description:** A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA/QT. The QA/QT will use a writing instrument, keyboard, or mouse to input those responses exactly as indicated by the student. **RECOMMENDATIONS FOR USE:** ELs may respond in English or the language of origin. QA/QT's and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a sample test prior to operational testing may allow the student to develop the necessary skills.

4.2 Oregon Extended Assessments: Non-embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
Separate setting	**Description:** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to the student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items).
	The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom).
	RECOMMENDATIONS FOR USE: Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a test proctor (QA/QT) when a student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket.
Student Assistive Technology Device	**Description:** Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology)
	Technology assisted writing is a designated support if the following features are disengaged:
	o Formatting o Grammar check o Word prediction
	RECOMMENDATIONS FOR USE: A student may use any technology device that serves as their primary mode of written communication.
Student reads test aloud or sub-vocalizes text to listener or self	**Description:** A student who sub-vocalizes (reads aloud to self), uses a think-aloud strategy, or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students.
	RECOMMENDATIONS FOR USE: Some students, including students with audio impairments or with documented processing impairments may benefit from vocalizing aloud to support their understanding of the test items.
	A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

4.2 Oregon Extended Assessments: Non-embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
Support physical position of student	**Description:** A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. **RECOMMENDATIONS FOR USE:** Students who have documented motor or orthopedic impairments may need additional support to engage in testing activities. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.
Use of projection devices	**Description:** 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 any other individuals. **RECOMMENDATIONS FOR USE:** Students used to viewing enlarged text or graphics or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.
Use of sensory supports or interventions to allow students to attend to a task	**Description:** 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. **RECOMMENDATIONS FOR USE:** 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.
Visual magnification	**Description:** A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or QA/QT

4.2 Oregon Extended Assessments: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
devices or software	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 (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. **RECOMMENDATIONS FOR USE:** Students used to viewing enlarged text or graphics or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering the 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 others.*
Written translations of oral directions	**Description:** In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille. **RECOMMENDATIONS FOR USE:** Students who need additional support understanding the test directions may benefit from this resource.

Table 4.3: Non-embedded Accommodations

4.3 Oregon Extended Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
100s Number Table (A604)	**Description:** A paper-based table listing numbers from 1–100 is available under OSAS Resources ("Other") in the [OSAS portal](). Students may use the 100s table in solving any math problem appearing on the Oregon Extended Assessment. Students must have received instruction related to the appropriate use of a 100s table prior to a test administration, as no directions regarding how to use the table should be provided to the student. To use the 100s table, TAs are to follow the directions/suggestions below: 1. Place the 100s table to the side of the actual student materials. 2. Tell the student: "This table displays numbers from 1 to 100" without pointing to any of the specific numbers. You may use this table to help you solve problems." 3. If the 100s table is a distraction or creates problems with the test administration, please remove it. **RECOMMENDATIONS FOR USE:** Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.

4.3 Oregon Extended Assessments: Non-embedded Accommodations	
Accommodation	**Description and Recommendations for Use**
Braille (A221)	**Description:** A raised-dot code that individuals read with their fingertips. Contracted and uncontracted Braille versions of the ORExt are provided by ODE upon request (See Braille/Large Print info, deadline, and order form on the [Test Administration](#) webpage under Forms. In addition, students are allowed to use a Brailler, or any appropriate expressive communication system, to generate responses as needed. **RECOMMENDATIONS FOR USE:** Students who are blind or have low vision may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. For students receiving an Online Braille accommodation, test administrators/test-readers should consult the student's IEP team for additional guidance. For more information, please refer to the current [Test Administration](#) [Manual](#). Note: All embossed Braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.
Alternate Response Options (A302) (Requires "Permissive Mode" via TIDE)	**Description:** Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **RECOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228)	**Description:** This accommodation is for paper-pencil based assessments only that are proctored by a QA/QT. 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. See Appendix A: Guidelines for Signed Interpretation Support. **RECOMMENDATIONS FOR USE:** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test. Note: 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.

4.3 Oregon Extended Assessments: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
Visual point-to support for multiple-choice responses to a test administrator (A220)	**Description:** The test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze, or other forms of identified non-verbal communication. For the ORExt, the QA/QT may point to possible answer choices. Student responses can be generated in whatever student expressive communication modality is used in the classroom. **RECOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use visual "point-to" accommodation.

5.0 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA SUMMATVE, SCREENER, AND ALT ELPA)

Table 5.1 Technology Skills Needed for ELPA Access

Prior to testing, school staff should ensure that students have the computer skills necessary to take the ELPA. The following table describes the technology skills students will need to access ELPA.

Grade	Listening	Reading	Writing	Speaking
K-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse/keyboard navigation
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation. Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse/keyboard navigation

Students without the necessary computer skills to participate in ELPA may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including "back," "next," and "submit." The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with the administration of the ELPA.

Unless otherwise noted, all accessibility supports listed in this section are available for the ELPA Summative, the ELPA Screener, and the Alt ELPA. Additional non-embedded supports available uniquely on Alt ELPA are listed separately at the end of this section.

Note for ELPA Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of a 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must record and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file. For more information on accommodations and accessibility supports, consult this document and the Test Administration Manual found on ODE's Test Administration page.

Table 5.2 ELPA: Embedded Universal Tools

5.2 ELPA: Embedded Universal Tools	
Universal Tool	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones, or is tested one-on-one in a secure location where the external speakers can be used for additional volume control.

5.2 ELPA: Embedded Universal Tools	
Universal Tool	**Description**
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following: Speaking – most tasks have audio support for most (but not all) components; Listening – all tasks have audio support for all components; all tasks can be replayed as often as the student needs; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Notes from the digital notepad can be copied and pasted into text response areas.
Expandable stimuli	Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard instead of a mouse
Line Reader	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 60 minutes. However, if a segment is permeable (i.e., you can go back to it), then mark for review persists during the same test session.
Mouse Pointer (Size and Color)	To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Navigation Language	Manages the language in which button names, messages, and other User Interface elements, except for the actual test content, are displayed in the

5.2 ELPA: Embedded Universal Tools	
Universal Tool	**Description**
	Student Testing Site. Available in English or Spanish.
Strikethrough	Allows users to cross out answer options.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, spell check, and insert bullets.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. (exception: Pre-K, Grade K, Grades 1-3 ELPA tests use a larger default font). The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. *Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support (see Table 5.4 Embedded Designated Supports).*

Table 5.3 ELPA: Non-embedded Universal Tools

5.3 ELPA: Non-embedded Universal Tools	
Universal Tool	**Description**
Auditory amplification devices, hearing aids.	The student adjusts the volume control beyond the computers built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Breaks	Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper for items in any ELPA domain	The student uses scratch paper or individual erasable whiteboards to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test session or kept securely as outlined in *Section 2.4* of the Test Administration Manual. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, and pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper. Test administrators must ensure that all the notes taken on an assistive technology device are deleted after the test.

Technological assistance with test navigation	Students in Kindergarten through 12th grade without the necessary computer skills to participate in ELPA may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording). Students in grades 2-12 are expected to have the ability to "hunt and peck" on a keyboard in order to create their own writing constructed responses. A Test Administrator is not allowed to have the student handwrite responses and expect the Test Administrator to type them into the writing space. For students who are incapable of typing their own response, see the "Scribe" non-embedded accommodation. The Test Administrator is allowed to assist only with the technology as indicated by the student, and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.

Table 5.4 ELPA: Embedded Designated Supports

5.4 ELPA: Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Color Choices	**DESCRIPTION:** Enable students to adjust screen background and font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. **RECOMMENDATIONS FOR USE:** Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.
Masking	**DESCRIPTION:** Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. **RECOMMENDATIONS FOR USE:** Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. Students with print disabilities (including learning disabilities) or visual impairments may also need this feature.
Print on Request	**DESCRIPTION:** Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Students may use pencils/pens/highlighters to mark up the printed test materials. All printed test materials must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. **RECOMMENDATIONS FOR USE:** Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of

5.4 ELPA: Embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support.
Print size	**DESCRIPTION:** To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. **RECOMMENDATIONS FOR USE:** Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.
Turn off any universal tools	**DESCRIPTION:** This feature allows disabling any universal tool that might interfere with student performance, or be distracting to the student. **RECOMMENDATIONS FOR USE:** Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Having evidence of which specific tools may be distracting is important for determining which tools to turn off.

Table 5.5 ELPA: Non-embedded Designated Supports

5.5 ELPA: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Assistive mouse usage for audio and playback	**DESCRIPTION:** While the Test Administration Manual outlines universal assistance a test administrator may provide for any student due to technology skill issues, this designated support is for students who may be unable to specifically request keyboard/mouse manipulation in order to participate in the assessment. In this support, the test administrator initiates the clicking of all audio icons for the listening items and the clicking of the start, stop, record, and/or playback keys for the student on the test items. **RECCOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need assistance with the audio and playback function. Test Administrators can initiate these functions for students who have difficulties with speech, motor skills, or behavior.
Color overlay	**DESCRIPTION:** Color transparencies are placed over printed test materials or on the computer screen. **RECOMMENDATIONS FOR USE:** Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs.

5.5 ELPA: Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Comforting Presence	**DESCRIPTION:** Some students may only feel comfortable speaking to or working in the presence of, a specific trusted adult. This non-embedded designated support allows for the trusted adult to remain present in the testing environment. This adult serves as a reassuring presence during work time and a nonthreatening listener for speaking portions of the assessment. Tests employing this designated support must be administered one-to-one and must also use a Separate Setting. An adult serving as a Comforting Presence must sign the Non-Test Administrator Assurance of Test Security form. An example of the appropriate use of this designated support would include, but is not limited to, students with conditions such as selective mutism. **RECOMMENDATIONS FOR USE:** Comforting Presence must be an adult, not a peer. The adult serving as the Comforting Presence must complete security training before participating in the test session. The adult must remain silent during testing, directing all student questions to the TA. While the adult will overhear some secure material in their role as a nonthreatening listener, they should not be placed so as to see the student's screen or otherwise interact with the test material. If the trusted adult is also serving as the student's TA, it is not necessary to document this accommodation. Comforting Presence is not tied to a single domain and may be employed for any student whose IEP or 504 plan indicates the need for such emotional or psychological support during testing. This accommodation is not necessary for students who require a comfort object, such as a favorite stuffed animal or blanket. In these cases, use a Separate Setting.
Magnification device	**DESCRIPTION:** There are several ways in which a test can be magnified to assist students with visual impairments. The student may adjust the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. The student may use an external magnification or enlargement device (e.g., eyeglass-mounted or hand-held magnifiers, electronic magnification systems) to increase specific areas of the test. In a separate setting, a Test Administrator may use a projection device (e.g., projector, closed- circuit television) to enlarge the size of specific areas of the test. When using a projection device, a secure room with the appropriate projecting technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment. **RECOMMENDATIONS FOR USE:** Students with visual impairments may need to increase the size of text and other item features beyond the universal feature provided by the test platform.
Medical device	**DESCRIPTION:** Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. **RECOMMENDATIONS FOR USE:** Educators should follow local policies

5.5 ELPA: Non-embedded Designated Supports	
Designated Support	**Description and Recommendations for Use**
	regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. The use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffer	**DESCRIPTION:** The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items). **RECOMMENDATIONS FOR USE:** Students who are distracted by external noises within the testing environment may need noise buffers (e.g., headphones, mufflers).
Preferred language translation of directions	**DESCRIPTION:** Translation of general test directions (not item prompts, passages stimuli, or questions) is provided in Spanish in the Test Administration Manual. The local translation of the general test directions into other languages of origin is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. These translations must be administered by a bilingual test administrator who is trained and endorsed by the district in the students' languages of origin. No item prompts, stimuli, questions, or other secure material may be translated. These language-specific translations of the instructions can be provided to a student as long as the environment is secure and the translation will not provide a distraction for the other test takers in the testing session. **RECOMMENDATIONS FOR USE:** Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can request for translation of test directions. A district-endorsed bilingual Test Administrator who is fluent in the language of origin can also translate item-level instructions.
Separate setting	**DESCRIPTION:** Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to the student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). *Note: Because the Alt ELPA is always administered 1:1, Separate Setting is*

| 5.5 ELPA: Non-embedded Designated Supports ||
Designated Support	Description and Recommendations for Use
	automatically in effect for this test. **RECOMMENDATIONS FOR USE:** Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a test proctor or qualified assessor (TA) when a student requires it. Separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket. Or a student may need a "buffer" object to lower their affective filter, such as a curtain to speak through.
Student reads test aloud	**DESCRIPTION:** The student reads the test content aloud. This feature must be administered in a secure one- on-one test setting. **RECOMMENDATIONS FOR USE:** Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read the text fully may need to read the test aloud.

Table 5.6 ELPA: Embedded Accommodations

| 5.6 ELPA: Embedded Accommodations ||
Accommodation	Description and Recommendations for Use
ELPA Domain Exemptions (A229)	**DESCRIPTION:** Exclusion of an ELPA domain may only be set for qualifying individual students whose IEPs reflect the specific exemption and will require the district to mark this as a restricted resource for that student in the OSAS Test Information Distribution Engine (TIDE) prior to test administration. **RECOMMENDATIONS FOR USE:** See Test Administration Manual for guidance on determining which students may benefit from this accommodation.

Table 5.7 ELPA: Non-embedded Accommodations

| 5.7 ELPA: Non-embedded Accommodations ||
Accommodation	Description and Recommendations for Use
Alternate Response Options (A302) **(Requires "Permissive Mode" via TIDE)**	**DESCRIPTION:** Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **RECOMMENDATIONS FOR USE:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Answer Choices	**DESCRIPTION:** A Test Administrator may write answer choices on note cards.

5.7 ELPA: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
on Notecards (A232)	The notecards would be placed in the same order as presented on the student's screen. The student would select their answer choice from the note cards. Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session. **RECOMMENDATIONS FOR USE:** Students may not be able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer- based format, or other cultural reasons), and as a result, may need a paper copy of test items. This accommodation is only to be used in a testing environment where no secure printer is available for Print on Request and is allowed in the Listening, Reading, and Writing domains. For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A, B, C, D cards for the multiple-choice options. The Test Administrator would display a card with a single letter written on it. They would then state the name of the letter option. This process would be repeated for all answer choices. The student would then select the card with the letter pertaining to their desired answer choice. A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.
Braille (A221) (Requires an ELPA Braille Order Form)	**DESCRIPTION:** A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted Braille (English Braille, American Edition, and Unified English Braille) are available via the ELPA Braille order form. Not available for the Alt ELPA. **RECOMMENDATIONS FOR USE:** Students who are blind or have low vision may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.
Read Aloud for Students with Reading Exemption (A227)	**DESCRIPTION:** Read Aloud for Students with Reading Exemption is available only to students who meet both of the following criteria. • Will be taking the ELPA Summative or Screener in Grades 2-12 • Have a Reading exemption (other exemptions irrelevant) A student with this accommodation proceeds through the test as normal. If this student is presented with an item without embedded Read Aloud support (meaning, the student would have to read one or more parts of the item in order to respond to the task), the Test Administrator (TA) may read as much of the item and item response choices aloud as the student needs. The TA must remain neutral and avoid giving any hints as to the correct answer, or the relative importance of one portion of the passage over another. A test session involving Read Aloud for Students with Reading Exemption must be administered one-to-one. No other students should test in the same location as the student with the Read Aloud for Students with Reading Exemption

5.7 ELPA: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
	accommodation.
	RECOMMENDATIONS FOR USE: In other ways, this accommodation behaves similarly to the Read Aloud accommodation on the ELA and Math tests. Relatively few items lack embedded Read Aloud support. A given student may not encounter any such items on the ELPA Summative or Screener.
Scribe (A312)	**DESCRIPTION:** The student dictates their responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe and to view what was produced while composing via dictation to the scribe. (see ELPA Scribe Guidelines under the General Accessibility Resources section of the Test Administration Resources webpage).
	RECOMMENDATIONS FOR USE: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.
Speech-to-text (A311)\n\n(Requires "Permissive Mode" via TIDE)	**DESCRIPTION:** The student uses an assistive technology device to dictate responses or give commands during the test.
	RECOMMENDATIONS FOR USE: Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
Transfer Student Response (A317)	**DESCRIPTION:** Transfer Student Response is used to move the student's written words from a device that uses Speech-to-Text and/or Word Prediction software to a device that is running the OSAS Secure Browser when that system is not currently supported.
	RECOMMENDATIONS FOR USE: This accommodation is only for students who use Speech-to-Text and/or Word Prediction as a part of their regular daily instruction and assessment and do not qualify for the Scribe support. Many students use Speech-to-Text and/or Word Prediction in their regular daily instruction but do not use Scribe in their regular daily instruction. TAs can use this support to transfer a student's independently-generated text into the OSAS secure browser.
Word Prediction Software (A316)	**DESCRIPTION:** The student uses a standalone device with word prediction software that provides a bank of words onscreen as a result of the student entering the first few letters of a word. The student's exact responses must be entered into the computer-based testing platform by a test administrator. Students who have documented motor or orthopedic impairments, moderate

5.7 ELPA: Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
	to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may need word prediction software.
	RECOMMENDATIONS FOR USE: This accommodation is only to be used if there is a documented accommodation allowing the student the use of word prediction software for classroom instruction and/or use in their alternate content assessments. A very small percentage of students may need this accommodation feature.
	The word prediction software may not be integrated with the internet. The word prediction software must not provide prompting for spell checking, grammar checking, or predicting of phrases. Automatic correction must be disabled.
	Educators should follow security procedures when administering this feature.

Table 5.8 Alt ELPA: Additional Non-embedded Designated Supports

5.8 Alt ELPA: Additional Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
Read aloud (Grades K-12)	**DESCRIPTION:** Text is read to the student (including prompts, passages, and item choices). **RECOMMENDATIONS FOR USE:** In other ways, this support behaves similarly to the Read Aloud for Students with Reading Exemption accommodation on the ELPA tests.
Support physical position of student	**DESCRIPTION:** A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. **RECOMMENDATIONS FOR USE:** Students who have documented motor or orthopedic impairments may need additional support to engage in testing activities. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.
Verbal Description of Graphics	**DESCRIPTION:** Test administrator may describe graphics for specific students (e.g., those who are blind). Care must be taken not to provide the correct answer or cues to the correct answer. **RECOMMENDATIONS FOR USE:** Students who are blind or have low vision may

5.8 Alt ELPA: Additional Non-embedded Designated Supports	
Designated Support	Description and Recommendations for Use
	need verbal description of some of the graphics.

Table 5.9 Alt ELPA: Additional Non-embedded Accommodations

5.9 Alt ELPA: Additional Non-embedded Accommodations	
Accommodation	Description and Recommendations for Use
Signed Interpretation (A228) (Examples: American Sign Language – ASL, signed exact English, personalized sign system)	**DESCRIPTION:** Text is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in *Appendix A: Guidelines for Signed Interpretation Support*. All or portions of the approved content may be signed. **RECOMMENDATIONS FOR USE:** Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test. Note: While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support—to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment. Student directions for the Alt ELPA are located in the Alt ELPA User Guide.

Appendix A: Guidelines for Signed Interpretation Support

(Except ELPA Summative and ELPA Screener)

Signed interpretation of Oregon's Statewide Assessments is an approved support for all content areas except the ELPA. In addition to the respective support tables, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's Statewide Assessments.

When providing sign language interpretation as a support for a student taking an Oregon Statewide Assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the ELPA assessments.

Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments
Per the support tables above, a qualified signed test interpreter may interpret student directions for all of Oregon's Statewide Assessments. The verbatim student directions for the OSAS Assessments are located in the following sections of the Oregon [Test Administration Manual](): Section 7: Administering Online Summative Assessments, Section 8: Oregon's English Language Arts and Mathematics Assessments, Section 9: Oregon's Science Assessment, and Section 10: Oregon's ELPA Summative. The student directions for the Extended Assessments are embedded directly in the assessment materials.Sign Language interpretation of the ELPA Summative and ELPA Screener (other than the student directions) is not allowed and is considered a modification--consistent with the prohibition on providing a read-aloud for a hearing student on these assessments.

Signed Test Interpreter Qualifications
- Meet OAR 581-015-2035 minimum standard (see below) For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT (UO) Online Training]() website.
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual]().
- Read and understand the[Test Administration Manual](), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow [Read Aloud Guidance]().
- Review Math and Science terminology (see "Resources" below).
- Use the relevant ELA, Math, Science, or ORExt sample questions to practice interpreting test items in the subject area they will be interpreting (see "Resources" below).
- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.

- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before they are tested.
- The teacher must also meet the other items above:
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT (UO) Online Training](#) website.
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual](#).
- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:
- <u>Will not</u> have access to actual test items prior to the administration of the ELA, Mathematics, or Science online assessments. However, sign language interpreters should review content standards for information on vocabulary (see "Resources" below) that is construct- specific to the item so that they do not give students an unfair advantage.
- <u>Will</u> have access to Oregon's Extended Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Sign language interpreters should review content standards and test items for information on vocabulary (see "Resources" below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the "[Guidelines for Read Aloud, Test Reader for ELA and Mathematics Assessments](#)," which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and "translated" ahead of time. Complete guidance on the math read-aloud support is available on the [Test Administration Resources](#) webpage within the ELA and Mathematics Accessibility Resources.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:
- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST
- The interpreter is encouraged to remain calm--a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom--using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below)*.
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. *(See "Rationale" below)*.
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. *(See "Rationale" below)*.

- The interpreter is to follow "[Guidelines for Read Aloud, Test Reader for ELA and Mathematics Assessments](#)".

For assessments administered orally (Oregon Extended Assessment):
- The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
- The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, they may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student's line of sight.

The interpreter is not allowed to...
- Use signs that invalidate the intent of the question (See training videos on the [BRT (UO) Online Training](#) website).
- Give any nonverbal response to affirm or negate a student's response to test items.
- Interpret if they do not understand the word or test item--this could skew the interpretation. However, they can pause the student's test and ask for clarification from the test administrator (see below).
- Prompt the student in any way that would influence their response.

RATIONALE:
If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.

Signs that are commonly used in sign language are allowable in the signed interpretation of Oregon's Statewide Assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems.

Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word "fission." It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign

to be used only in the instructional setting. The concept of "splitting apart" might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user. If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase IS the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain the vocabulary that is being assessed. Consider this sample question:

- *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*

The phrase "subatomic particles" is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase IS NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:

- *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*

It is unlikely that a sign exists or has been locally developed for "Stunt-Pro." However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.
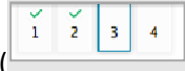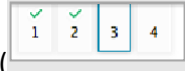
Resources
Test Administration Manual
Sample Tests
OAR 581-015-2035: Minimum Standards for Sign Language Interpreters Serving Students in Public School

Appendix B: Embedded Accessibility Support Settings

Test Setting and Editability	Options *Bold is the Default*	Notes
Universal Tools (Editable in the TA Interface Only)		
English Dictionary TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT:** **On*** Off *Grades 3-5: MW Elementary Dictionary; Grades 6-8: MW Intermediate Dictionary; High School: MW Collegiate Dictionary **All other tests:** Not supported	This tool is used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the ELA PTs only.
English Thesaurus TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT:** **On*** Off *MW Intermediate Thesaurus **All other tests:** *Not supported*	The thesaurus is an embedded tool that is available for ELA PTs.
Expandable Items and Stimuli TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, Math, Science:** **On** Off **ELPA Tests (Expandable Items):** Always On **ELPA Tests (Expandable Stimuli):** **On** Off **SEED Survey:** *Not applicable*	Allows student to expand the item section. *Note: This tool appears next to the stimulus context menu.*
Global Notes TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PTs:** **On** Off **All other tests:** *Not available*	Allows students to use an on-screen notepad to enter notes that persist across test sessions until the test has been submitted. Students may copy/paste input from Global Notes into item response fields.
Highlighter TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Science, Alt ELPA, SEED Survey:** **On** Off **ELPA Screener and ELPA**	Allows students to select the text on the screen and then select **Highlight Selection** from the context menu. Highlighting on items and stimuli persist across logout/resume within the 20 minute

Test Setting and Editability	Options *Bold is the Default*	Notes
Universal Tools (Editable in the TA Interface Only)		
	Summative: Always On	pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.
Line Reader TA Interface Only State, DTC, DLU, STC, TA, TT	**All Tests:** **On** Off	Allows student to highlight an individual line of text in a passage or question. This tool is not available while the Highlighter tool is in use.
Mark for Review TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Alt ELPA:** **On** Off **All other tests: Always On**	Allows student to mark a question for review, from the context menu. Mark for Review persists across logout/resume within the 20 minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.
Mouse Pointer TA Interface Only State, DTC, DLU, STC, TA, TT	**All tests:** **System Default** Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.
Navigation Language TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, ELPA:** **Off** On	This tool allows the student to change the language of all navigation buttons and menu option labels via the cog wheel.
Paginated Item Groups TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, Math CAT:** **On** Off **Math PT, Science:** Not supported **ELPA Tests:** Always On	Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons () for each question in a group appear in the upper- right corner. Students click these buttons to proceed to the corresponding

Test Setting and Editability	Options *Bold is the Default*	Notes
Universal Tools (Editable in the TA Interface Only)		
		question.
Response Recovery TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT, Math PT, ELPA, SEED Survey:** **On** Off **Science:** Not supported	Allows students to view and restore responses they previously entered for an open-response question during the same testing session. Previous versions do not persist across logout/resume, even if within the 20 minute pause rule period.
Strikethrough TA Interface Only State, DTC, DLU, STC, TA, TT	**All Tests:** **On** Off	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words. Strikethrough on items persists across logout/resume within the 20 minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Designated Supports		
Color Choices TIDE & TA Interface State, DTC, DLU, STC, TA	**Math, ELA:** **Black on White** Black on Pink Medium Gray on Light Gray Yellow on Blue Reverse Contrast **Science:** **Black on White** Black on Blue Black on Pink Black on Yellow Medium Gray on Light Gray Yellow on Blue **ELPA Tests:** **Black on White** Black on Blue Black on Cream Black on Pink Yellow on Blue Reverse Contrast	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.
Glossary:	**ELA:**	Allows students to view a glossary for

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Designated Supports		
ELA & Math – TIDE Only ELA PT & Math PT – TIDE Only State, DTC, DLU, STC, TA	**English Glossary** *(universal tool)* No Glossary **Math:** **English Glossary** *(universal tool)* Arabic Arabic & English Arabic, English, & Illustration Burmese Burmese & English Burmese, English, & Illustration Cantonese Cantonese & English Cantonese, English, & Illustration Filipino Filipino & English Filipino, English, & Illustration Hmong Hmong & English Hmong, English, & Illustration Illustration Illustration & English Korean Korean & English Korean, English, & Illustration Mandarin Mandarin & English Mandarin, English, & Illustration Punjabi Punjabi & English Punjabi, English, & Illustration Russian Russian & English Russian, English, & Illustration Somali Somali & English Somali, English, & Illustration Spanish Spanish & English Spanish, English, & Illustration Ukrainian Ukrainian & English Ukrainian, English, & Illustration Vietnamese Vietnamese & English	selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language. Language options for Glossaries vary by assessment. Not all options listed are available for all tests. Math PT foreign language glossaries must be set in TIDE prior to the student starting the test.

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Designated Supports		
	Vietnamese, English, & Illustration No Glossary **All other tests:** Not supported	
Masking TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** On **Off**	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.
Presentation *(Must be assigned to the student prior to the start of testing)* Science, ELA CAT & Math CAT – TIDE & TA Interface ELA PT & Math PT – TIDE Only State, DTC, DLU, STC, TA	**Math, Science:** **English** Spanish (designated support) Braille (Accommodation) **ELA:** **English** Braille (Accommodation) **ELPA Tests:** Not supported **SEED Survey:** **English** Spanish (designated support) Braille (Accommodation) Russian (designated support) Vietnamese (designated support)	The presentation in which the student is taking the test. Spanish translation is available for Math & Science. Braille is available for Science, ELA and Math. Upon selecting Braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed in the TA Interface. Language must be set in TIDE for ELA Interim PT & Math Interim PT, Science and ELPA Screener prior to the student logging in to the test.
Print on Request TIDE & TA Interface State, DTC, DLU, STC, TA	**Math & ELA:** **Off** Items Stimuli Stimuli & Items **Science:** **Off** Stimuli & Items **ELPA:** **Off** Items Stimuli Stimuli & Items	This accessibility support permits students to request printouts of test content. **None** — Students cannot request printing of any test stimuli or questions. **Stimuli** — Students can request printing of any stimuli. **Items** — Students can request printing of any questions (including answer options). **Stimuli and Items** — Students can request printing of any test stimuli and questions (including answer options). **Note: Print on Request may be changed in the TA interface for all tests.** When printing secure test content, be

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Designated Supports		
		sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described in the *Test Administration Manual*.
Print Size TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** **Default/No Zoom = 1X** Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X	The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the **Zoom** buttons in the test to toggle between the five levels of print size for individual test pages. *Note: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point. Zoom settings persist across test pages.*
Streamlined Interface Mode TIDE Only State, DTC, DLU, STC, TA	**Math & ELA:** **Off** On **Science:** **Off** On **ELPA, SEED Survey:** Not supported	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.
Text-to-Speech Stimuli/Stimuli & Items for OSAS Summative ELA are Accommodation Only. Use must be written into a student's IEP/504 plan. Undocumented use results in invalidation. TIDE Only State, DTC, DLU, STC, TA	**Math, ELA PT, SEED Survey:** **Off** Items (Designated Support) Stimuli (Designated Support) Items & Stimuli (Designated Support) **ELA-CAT:** **Off** Items (Designated Support) Stimuli (Accommodation) Items & Stimuli (Accommodation) **Science:** **Off** Stimuli & Items (Designated Support)	The TTS accessibility support provides students with the ability to listen to sections of test content. Off — The student cannot listen to any stimuli or items on the test. Stimuli — The student can only listen to stimuli. Items — The student can listen to questions on the test (including answer options). This is a designated support. Items & Stimuli – The student can listen to both questions and stimuli. *English TTS is available on ELA, Math, and Science tests. Spanish TTS is available on Math and Science tests.* For students receiving the test in English,

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Designated Supports		
	ELPA Tests: *Not supported*	the TTS is delivered through the computer's native voice pack. As a result, the sound quality will vary based on the computer's operating system. For students receiving the test in Spanish, the district must first install a Spanish voice pack. ODE and Cambium recommend that districts use the voice packs native to the operating system being used. The TTS options displayed in the drop-down menu are those that are available for that specific test. When TTS is on, students will also have the ability to listen back to their written responses in text fields on constructed response items.
TTS Tracking TA Interface Only	**ELA, Math, Science, SEED Survey: Off** On **ELPA Tests:** Not supported	Where TTS is turned on, the words are highlighted as they are read aloud.

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Accommodations (Editable ONLY in TIDE unless otherwise specified.)		
Accommodations Flag (Number of Accommodations) TIDE Only State, DTC, DLU, STC, TA	**All Tests:** **None** One or more	All accommodations must be turned on in TIDE prior to the start of the test. This tool records the use of any embedded or non- embedded accommodation during testing as prescribed in the IEP or 504 plan.
American Sign Language TIDE Only State, DTC, DLU, STC, TA	**Math, ELA, SEED Survey: Off** On **All other tests:** Not supported	Allows students to view a video with a signed translation of the passage or question. Available for ELA listening questions (applicable to ELA CAT only) and all items on Mathematics tests. *ASL must be set in TIDE for all PTs prior to the student logging in to the test.*
Audio Transcript	**ELA CAT (Listening Stimuli):**	Provides a written transcript of the audio

Test Settings and Editability	Options *Bold is the Default*	Notes
**Embedded Accommodations (Editable ONLY in TIDE unless otherwise specified.)**	
ELA listening passages – TIDE Only State, DTC, DLU, STC, TA	**Off** On **All other tests:** Not supported	stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for ELA listening passages.
Braille Type TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **UEB Contracted** Not Applicable UEB Uncontracted **Math:** **UEB Contracted with Nemeth Math** UEB Uncontracted with Nemeth Math **Science:** **UEB Contracted with Nemeth Math** **ELPA Tests:** Not supported	Only available when Language is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser. The Not Applicable option could be used on ELA tests where the student does not read Braille and instead uses solely JAWs or another screen reader to receive item content. Not Applicable is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers and thus embossed Braille is a required resource.
Closed Captioning TIDE Only State, DTC, DLU, STC, TA	**ELA CAT:** **Off** On **All other tests:** Not supported	Enables closed captions for audio.
Dictation (Embedded Speech-to-Text) TIDE Only State, DTC, DLU, STC, TA	**ELA PT, Math PT, SEED Survey:** **Off** On **All other tests:** Not supported	Embedded Speech-to-Text transcribes spoken student responses to text on constructed response items.
Emboss TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **None** Stimuli & Items **Math, Science, SEED Survey:** **Stimuli & Items**	Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser.

Test Settings and Editability	Options *Bold is the Default*	Notes
	**Embedded Accommodations (Editable ONLY in TIDE unless otherwise specified.)**	
	ELPA Tests: Not supported	
Emboss Request Type TA Interface Only State, DTC, STC, TA	**Math, Science: Auto-request** **ELA, SEED Survey:** **On-Request** Auto-request **ELPA:** Not supported	Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test. *Emboss Request Type options vary by assessment. Not all options are available for all tests.*
ELPA Domain Exemptions *ELPA domain exemptions must be assigned to the student prior to the start of testing* TIDE Only State, DTC, DLU	**ELPA Summative:** **No Exemptions** Listening Reading Speaking Writing **ELPA Screener:** **No Exemptions** Listening Listening and Reading Listening and Writing Listening and Speaking Reading Reading and Speaking Reading and Writing Speaking Speaking and Writing Writing Listening, Reading, and Speaking Listening, Reading, and Writing Listening, Speaking, and Writing Reading, Speaking, and Writing **All other tests:** Not supported	Some students may be exempted from specified ELPA domains based on their IEP. A student may not be exempt from all four domains. *ELPA domain exemptions must be assigned to the student prior to the start of testing.*
Mute System Volume *Only available when Presentation is set to Braille* TA Interface Only	**ELA CAT:** **On: Read Items Only Aloud (Designated Support)** Off: Read Items and Passages Aloud (Accommodation) **ELA PT, Math** **Off: Read Items and Passages**	*This feature is only available on Math & ELA Braille tests.* Allows screen reader software to read aloud either items or items and passages to students using approved screen readers on Braille tests.

Test Settings and Editability	Options *Bold is the Default*	Notes
Embedded Accommodations (Editable ONLY in TIDE unless otherwise specified.)		
State, DTC, DLU, STC, TA	**Aloud (Designated Support)** On: Read Items Only Aloud (Designated Support) **All other tests:** *Not supported*	
Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations) TIDE Only State, DTC, DLU, STC, TA	**All tests:** **Off** On	Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser.
Word Prediction TIDE Only State, DTC, DLU, STC, TA	**ELA PT Math PT, SEED Survey, Alt ELPA:** **Off** On **All other tests:** Not supported	When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually.

Appendix C: Oregon's Accessibility Panel

Oregon's Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations submitted by the field for students taking the Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over twelve years.

ODE selects Panel members based on nominations and team decisions. Each panelist contributes a unique and important perspective to the outcome of the Panel's recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Since the COVID-19 pandemic, meetings have been conducted in an AM or PM session. The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE will reimburse Panel members for travel expenses, should that again be feasible, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Oregon 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 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 affect 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 continuous communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication constitute potential conflicts to effective membership.

Skill Sets

Twelve skill sets form a critical foundation for the decisions made by this Panel. Panel members must collectively maintain these skill 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

New universal tools, designated supports, and accommodations approved for Oregon's Statewide Assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review (See "Recommendation for Accessibility Support" form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, OSAS guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics Statewide Assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from the Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations. State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state approved temporary accommodations as part of the annual Consortium accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

For the Science, Extended, and ELPA Statewide Assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To suggest a new accessibility support for the Accessibility Panel to consider, fill out the form on the following page in its entirety and submit it to ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form, please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded from the [Assessment Accessibility Supports](#) webpage.

Recommendation for Accessibility Support

Date Submitted:	
Name:	School District:
Phone:	Email:

- Recommended Accessibility Support (include grade level of student(s):

- Embedded:☐   Non-Embedded: ☐   Both: ☐

☐ Oregon Statewide Assessments	☐ Reading ☐ Writing ☐ Listening	☐ Mathematics ☐ Science
☐ Extended Assessments	☐ Reading ☐ Writing	☐ Mathematics ☐ Science
☐ English Language Proficiency Assessments (ELPA) ☐ Alternative (ELPA)	☐ Reading ☐ Writing	☐ Listening ☐ Speaking

Description of recommended accessibility support:
How will students use the support in assessment (describe for each student):
Please describe or attach to this form a sample of student work using this support.
Provide a rationale (including research) for recommending this accessibility support:
Identify any factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request electronically to: ode.assessmentteam@ode.oregon.gov.

Appendix E: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and local educational agencies that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

From October 10 – December 16, 2022, NAEP plans to administer national long-term trend assessments of mathematics and reading to selected 13-year-old students. Each selected 13-year-old will take a paper and pencil assessment in either mathematics or reading.

From February 6 – February 17, 2023, NAEP plans to conduct field trials of the national and state mathematics and reading assessments at grades 4 and 8; a field trial of the national science assessment at grade 8; and field trials of the national mathematics and reading assessments at grade 12. From March 20 – April 14, 2023, NAEP plans to conduct larger field tests of the same assessments at the same grade levels as the field trials. At grades 4, 8, and 12, each selected student will take an assessment in one subject on a NAEP-owned device such as a Chromebook or Microsoft Surface Pro tablet.

The results from NAEP are published as *The Nation's Report Card*. For 2022 - 2023, NAEP plans to report student performance for the nation on the long-term trend assessments of 13-year-olds in mathematics and reading. NAEP will use results from the field trials and field tests to help ensure that upcoming NAEP assessments continue to be reliable, meaningful, and efficient measures of student achievement.

The National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP plans to send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English learners will be included in NAEP. According to National Assessment Governing Board policy, only English learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:
- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP digitally-based mathematics, reading, and science assessments, as well as the paper and pencil long-term trend mathematics and reading assessments. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English learner will access NAEP. If a universal design element or accommodation that a student regularly receives for classroom or state assessments is not listed, please contact Beth LaDuca,

NAEP State Coordinator, at (971) 208-0091 to see if the universal design element or accommodation can be provided on NAEP.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students participating in the digitally-based assessments. The second section includes NAEP accommodations for students with disabilities provided by the digital test delivery system, while the third section lists NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section includes NAEP accommodations for English learners provided by the digital test delivery system, and the fifth section lists NAEP accommodations for English learners provided outside the test delivery system. The sixth section describes the universal design elements that will be available to all students participating in the paper-pencil long term trends assessments. The seventh section includes the NAEP accommodations for students with disabilities on the paper-pencil long-term trend assessments, and the eighth section lists the NAEP accommodations for English learners on the paper-pencil long-term trend assessments.

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

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Closed captioning	Mathematics Reading Science	All voice-over narration is closed-captioned.
Color theming	Mathematics Reading Science	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background *Note: This tool is not available for the tutorial or some items. For students who need all content in high contrast, please select the accommodation "High contrast for visually impaired students."*
Directions explained / clarified	Mathematics Reading Science	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Directions read aloud / text-to-speech (English)	Mathematics Reading Science	All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens.
Elimination capability	Mathematics Reading Science	Students can gray out answer choices for multiple-choice items. *Note: This tool is not available for constructed-response items.*
Individual testing experience	Mathematics Reading Science	Read Aloud and other UDE and accommodations are provided through the device and will not distract other students in the room. • Students have earbuds to reduce distractions. • Students interact directly with device. • Tested with other selected students. Refer to the accommodation "Preferential seating" to minimize distractions for testing with other students.
Read aloud / text-to-speech (English) – occasional or most	Mathematics Science	Students select some or all text to be read aloud by the system using text-to-speech.

NAEP Universal Design Element or all	NAEP Subject	NAEP Universal Design Element Description
Scratch paper	Mathematics Reading Science	Administrators inform students that scratch paper (and pencil) available upon request.
Scratch work / highlighter capability	Mathematics Reading Science	Allows freehand drawing and highlighting on the screen for most content.
Use a computer / tablet to respond	Mathematics Reading Science	All students respond on NAEP-provided devices.
Volume adjustment	Mathematics Reading Science	Students can raise or lower voice-over volume using the device's volume buttons.
Zooming	Mathematics Reading Science	Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. *Note: Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, or equation editor. For students who require enlargement of these test elements, or enlargement greater than two times the default size, please select the accommodation "Magnification."*

2. NAEP DIGITALLY-BASED ASSESSMENTS
Accommodations for Students with Disabilities Provided by the Test Delivery System

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Calculator version of the test	Mathematics	Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the test delivery system.
Extended time	Mathematics Reading Science	Students are given up to three times the allotted time to complete the assessment. *Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Hearing impaired version of test	Mathematics Reading Science	All auditory content closed-captioned.
High contrast for visually impaired students	Mathematics Reading Science	Provides a test form with all content that is compatible with high contrast.
Low mobility version of test	Mathematics Reading Science	Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad.
Magnification	Mathematics Reading Science	Magnification greater than two times the default text/image size on the screen. Magnifies all assessment content. Students use screen

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
		magnification software to scroll over a portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. *Note: See "Zooming" under universal design elements to determine if students need this additional magnification.*

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

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Breaks during testing	Mathematics Reading Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading Science	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics Reading Science	A qualified sign language interpreter provided by the school signs general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens.
Familiar person present in testing room	Mathematics Reading Science	The school staff member who regularly works with the student must be present in the testing room during time of assessment. *Note: Only trained NAEP staff may conduct the assessment session.*
Other (specify)	Mathematics Reading Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed "Other" accommodations. No math charts or tables are allowed on NAEP. Instead, please see the accommodation "Calculator version of the test." Please contact Beth LaDuca, NAEP State Coordinator, (971) 208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading Science	Provided by the school. • Seating to reduce distractions within the regular testing session. • Front of the class, close to the test administrator,

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
		etc.
Presentation in sign language	Mathematics Science	A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in sign language	Mathematics Reading Science	Students sign their responses to a scribe provided by the school who records the responses on the device. Please also select the "Scribe" accommodation.
Scribe	Mathematics Reading Science	Scribe provided by the school. Student responds orally or by pointing to their answers to a scribe who records the student's responses in the device.
Separate location	Mathematics Reading Science	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element "Individual testing experience" and the accommodation "Preferential seating" to determine if separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Mathematics Reading Science	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Mathematics Reading Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

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

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
Directions only translated to Spanish	Mathematics Reading Science	All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English.
Directions read aloud / text-to-speech (Spanish)	Mathematics Reading Science	All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. *Note: Must be paired with "Directions only translated to Spanish."*
Extended time	Mathematics Reading	Students are given up to three times the allotted time to complete the assessment.

NAEP Accommodation Provided by Test Delivery System	NAEP Subject	NAEP Accommodation Description
	Science	*Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Read aloud / text-to-speech (Spanish) – occasional or most or all	Mathematics Science	All Spanish translated content is text-to-speech enabled. *Note: Must be paired with "Spanish/English Version of the Test" Not allowed for Grade 12.*
Spanish / English version of the test	Mathematics Science	All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. *Note; Not allowed for Grade 12.*

5. NAEP DIGITALLY-BASED ASSESSMENTS
NAEP Accommodations for English Learners Provided Outside Test Delivery System

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary (in any language)	Mathematics Science	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list."
Breaks during testing	Mathematics Reading Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading Science	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Mathematics Reading Science	The school staff member who regularly works with the student must be present in the testing room during time of assessment. *Note: Only trained NAEP staff may conduct the assessment session.*
Other (specify)	Mathematics Reading Science	Read aloud to self, use of a whisper phone, and a snack during testing are allowed "Other" accommodations. Please contact Beth LaDuca, NAEP State Coordinator, (971) 208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.

NAEP Accommodation Provided Outside Test Delivery System	NAEP Subject	NAEP Accommodation Description
Preferential seating	Mathematics Reading Science	Provided by the school. • Seating to reduce distractions within the regular testing session. • Front of the class, close to the test administrator, etc.
Separate location	Mathematics Reading Science	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element "Individual testing experience" and the accommodation "Preferential seating" to determine if separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Mathematics Reading Science	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Mathematics Reading Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

6. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS
Universal Design Elements for All Students

NAEP Universal Design Element	NAEP Subject	NAEP Universal Design Element Description
Directions explained / clarified	Mathematics Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Marks / writes directly in test book	Mathematics Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Scratch paper	Mathematics Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

7. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS
Accommodations for Students Experiencing Disabilities

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Braille version of the test	Mathematics Reading	A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth. • Student can use a scribe to record answers (select Scribe accommodation). • Student can use a Braille output device provided by the

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
		school.
Breaks during testing	Mathematics Reading	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Mathematics Reading	A qualified sign language interpreter provided by the school signs the instructions included in the session script.
Extended time	Mathematics Reading	Student is given up to three times the allotted time to complete the assessment. *NOTE: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Familiar person present or administers the test	Mathematics Reading	School staff member familiar to the student must be present during the assessment or administer the test.
Large print version of the test	Mathematics Reading	NAEP provides large-print booklets to visually impaired students. *NOTE: Assessment booklets enlarged by 129 percent.*
Magnification equipment	Mathematics Reading	Lens or system provided by the school that enhances visual function. *NOTE: Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.*
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Read aloud to self, use of a whisper phone, and a snack during testing are allowed "Other" accommodations. Please contact Beth LaDuca, NAEP State Coordinator, (971) 208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator

NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Presentation in sign language	Mathematics	A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Read aloud in English - directions only	Mathematics Reading	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. *NOTE: Some students' IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.*
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.
Response in sign language	Mathematics Reading	Student signs responses to a scribe provided by the school who records the responses in the student's booklet. Please also select Scribe accommodation.
Scribe	Mathematics Reading	Scribe provided by the school. Student responds orally or by pointing to answers to a scribe who records the student's responses in the booklet.
Small group	Mathematics Reading	Group includes no more than five students. *NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.*
Special equipment	Mathematics Reading	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Use computer/ tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

8. NAEP PAPER-PENCIL LONG-TERM TREND ASSESSMENTS
Accommodations for English Language Learners

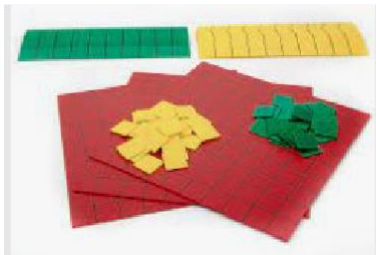| NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
Bilingual dictionary without definitions in any language	Mathematics	A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word dictionary", "word-to-word translation dictionary," or a "bilingual word list."
Breaks during testing	Mathematics Reading	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Mathematics Reading	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Extended time	Mathematics Reading	Student is given up to three times the allotted time to complete the assessment. *NOTE: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Familiar person present or administers the test	Mathematics Reading	School staff member familiar to the student must be present during the assessment or administer the test.
General directions only read aloud in Spanish	Mathematics Reading	The general session script instructions are read aloud in Spanish. Session script is the same for all students.
One-on-one	Mathematics Reading	Student is assessed individually in an area free of distractions.
Other (specify)	Mathematics Reading	Read aloud to self, use of a whisper phone, and a snack during testing are allowed "Other" accommodations. Please contact Beth LaDuca, NAEP State Coordinator, (971) 208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Mathematics Reading	Provided by the school. • Location with minimal distractions, reduced distractions, quiet location or setting • Front of the class, close to the test administrator
Read aloud in English - directions only	Mathematics Reading	General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. *NOTE: Some students' education plans stipulate this as an*
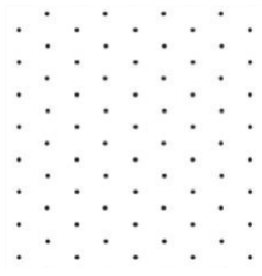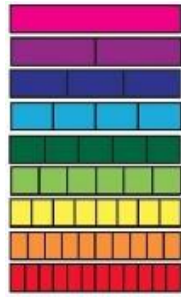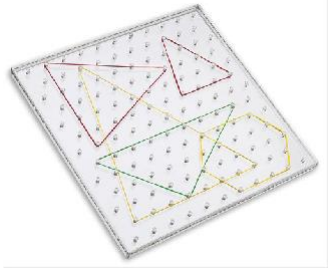
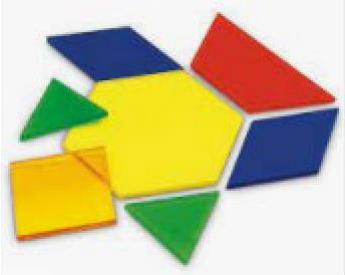| NAEP Accommodation	NAEP Subject	NAEP Accommodation Description
		accommodation. For those students, this will be coded as an accommodation. Students who do not have this in an education plan but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising a hand during the session, and it will not be recorded as an accommodation.
Read aloud in English – most or all	Mathematics	Student may request to have most or all of the assessment read aloud in English.
Read aloud in English – occasional	Mathematics	Student may request to have words, phrases, or sentences read aloud in English.
Small group	Mathematics Reading	Group includes no more than five students. *NOTE: A student can be assigned to a small group session because the student requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.*
Spanish/English version of the test	Mathematics	Spanish/English version of the booklet. One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language.
Special equipment	Mathematics Reading	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Test items read aloud in Spanish	Mathematics	Students may request to have words, phrases, or sentences read aloud in Spanish. *Note: This requires the students to use a bilingual Spanish/English assessment booklet (select Spanish/English Version of the Test).*
Use computer/ tablet to respond	Mathematics Reading	Student records answers using a computer or tablet provided by the school.
Use template	Mathematics Reading	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

Appendix F: Math Manipulatives

Manipulatives are tactile tools used by students to provide a concrete representation of a mathematical idea. They are widely used across Oregon, most commonly among elementary learners, and are especially useful to:

- Provide concrete ways for students to understand abstract ideas
- Help students learn new concepts and connect to prior knowledge
- Assist students with solving problems
- Help students see and "play with" mathematical relationships
- Provide developmentally appropriate hands-on experience

Manipulatives are non-embedded designated supports. Only those shown here are allowable for use during testing. Using manipulatives not included in this list will result in a testing impropriety and student test invalidation. See Table 2.4 for more information.

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

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

If you would like to request the use of a manipulative not included in this list, please complete the *Recommendation for Accessibility Support* process in Appendix D.

Change Log

Date	Description	Page(s)
11/23/22	Updated title of Section 5.0 to include (ELPA Summative, Screener, and Alt ELPA)	48
11/23/22	ELPA: Non-embedded Designated Supports: Added a note to Separate Setting to indicate that *All Alt ELPA administrations happen in a separate setting*	54
11/23/22	Alt ELPA: Additional Non-embedded Designated Supports: Updated Read aloud to include K-12 as a designated support, was previously 2-3	58
11/23/22	Alt ELPA: Additional Non-embedded Designated Supports: Added Support physical position of student	58
11/23/22	Alt ELPA: Additional Non-embedded Accommodations: Removed Read aloud (Grades 4-12). It has been combined with grades K-3 as a designated support	59
11/3/22	ELA/Math Embedded Designated Supports: Added Dictation as a Designated Support for Math only	14
11/3/22	ELA/Math Embedded Accommodation: Updated Dictation Accommodation to indicate for ELA only	22
9/28/22	ELA/Math Embedded Accommodation: Updated Dictation Accommodation description to remove auto-punctuated	22
8/17/22	OAM: Updated formatting to combine Designated and Accommodation Support Descriptions and Recommendations for Use into one cell to reduce total number of pages in OAM	Throughout
8/17/22	Table of Content and Section 5 ELPA: Added Alternative ELPA Designated and Accommodation Supports tables	TOC: Section 5.8 & 5.9
8/17/22	Accommodation Codes: Included reference descriptor to the purpose of accommodation codes included within each title of an accommodation support.	7
8/17/22	ELA/Math Embedded Accommodation: Updated Dictation Accommodation Code	22
8/17/22	ELA/Math Embedded Accommodation: Word Prediction added as new support	22
8/17/22	ELA/Math Non-Embedded Accommodation: Updated Scribe Accommodation Code	24
8/17/22	Science Non-Embedded Universal Support: Removed Student Directions as this information is already included in the TAM	29
8/17/22	Science Embedded Designated Support: Changed title of Presentation (Spanish/English Toggle) to Translation (Spanish/English Toggle) maintains same functionality	31
8/17/22	Science Embedded Designated Support: Turn off any universal tool feature added as a function of TIDE	31
8/17/22	Science Non-Embedded Designated Support: Magnification added Replaces Use of Projection Devices support from 2021-22 OAM	32
8/17/22	Science Non-Embedded Designated Support: Noise buffer added to align to ELA and Math Non-Embedded Designated Support description	34
8/17/22	Science Non-Embedded Designated Support: Changed title of Paraphrased Test Directions to Simplified Test Directions	35
8/17/22	Science Non-Embedded Designated Support: Changed title of Preferred language translation of directions to Translated Test Directions	35
8/17/22	Science Non-Embedded Designated Support: Removed Student Reads Test Aloud or Sub-Vocalizes Test to Listener or Self (See Separate Setting); Removed Support Physical Position of Student (Included within Medical Supports Recommendations for Use: *ensure students' health is the highest priority* and See Assistive Technology Guidance); Removed Use of Sensory Supports (Included within Medical Supports	Throughout Section 3.4

Date	Description	Page(s)
	Recommendations for Use: *ensure students' health is the highest priority*)	
8/17/22	ELPA Universal Support: Navigation Language added	49
8/17/22	ELPA Non-Embedded Accommodation: Updated Read Aloud For Students with Reading Exemptions Accommodation Code	56
8/17/22	ELPA Non-Embedded Accommodation: Updated Transfer Student Response Accommodation Code	57
8/17/22	Added Table 5.8 Alt ELPA: Additional Non-embedded Designated Supports	58
8/17/22	Added Table 5.9 Alt ELPA: Additional Non-embedded Accommodations	58
8/17/22	Update Appendix A: Guidelines for Signed Interpretation Support applies to ELPA Summative and ELPA Screener	Throughout Appendix A
8/17/22	Updated Appendix B: Embedded Accessibility Support Settings to include Alt-ELPA	Throughout Appendix B
8/17/22	Updated Appendix E for NAEP 2022 – 23 Guidance	78 – 88
	Archived 2021-22 Change Log	
3/9/22	*Breaks- Pausing Test added as an Embedded Universal Tool to Science,*	*33*
3/9/22	*Human Based Read Aloud in Science changed to Read Aloud and guidance for Spanish Read Aloud added to Science Non-Embedded Designated Supports.*	*39*
2/18/22	*Math Tools added as an Embedded Universal Tool, Table 2.1*	*11*
2/18/22	*Speech-to-Text taken out as a Recommendation for Use as an Embedded Designated Support in Math, Table 2.3.*	*17*
1/28/22	*Color Choices changed from Black on Rose to Black on Pink.*	*85*
8/19/21	*2021-22 Kindergarten Assessment suspended, removed from 2021-22 OAM*	*Throughout*
8/19/21	*Braille: EBAE braille code is no longer supported for Oregon's statewide assessments.*	*Throughout*
8/19/21	*Interim Assessment language was taken out.*	*Throughout*
8/19/21	*Civics and US History added to NAEP Digitally-Based Assessments*	*Throughout*
8/19/21	*Glossary (Translated) (for Math items) taken out of Table 2.3 now referenced as "Translations"*	*16*
8/19/21	*Text-to-speech. ELA CAT: Only the items will be read using the embedded TTS designated support. ELA PT: The reading sources associated with the ELA PT will be read as a designated support.*	*16*
8/19/21	*Translations (dual language) (for math items) and glossaries added to Designated Supports for Math and ELA*	*17*
8/19/21	*Abacus now a Designated Support in Table 2.4, formerly an Accommodation Support*	*19*
8/19/21	*Math Manipulatives (for Math, all grades) added as a Designated Support*	*19 & Appendix F*
8/19/21	*Read Aloud ELA CAT: Only the items will be read using the embedded TTS designated support. ELA PT: The reading sources associated with the ELA PT will be read as a designated support.*	*22*
8/19/21	*Additional languages added to Translated Test Directions (Marshallese, S'Gaw Karen) as a Designated Support for Math and ELA*	*25*
8/19/21	*Added 100s Number Table Non-Embedded Accommodations Table 2.6 (All Grades)*	*29*
8/19/21	*Multiplication Table (1 – 12) added as a Universal Tool for Science*	*36*
8/19/21	*100s Number Table Added as a Universal Tool for Science*	*37*
8/19/21	*Abacus removed from Table 3.2 Universal Support and moved to Non- Embedded*	*41*

Date	Description	Page(s)
	Designated Support Table 3.4	
8/19/21	*Manipulatives (for all grades) added as a Designated Support for Science*	*41 & Appendix F*
8/19/21	*100s Number Table All grades Table 4.3 Non-Embedded Accommodations Oregon Extended*	*58*
8/19/21	*Navigation Language Added to Embedded Accessibility Support Settings for ELA, ELPA*	*83*
8/19/21	*TTS Tracking SEED Survey Added to Embedded Accessibility Support Settings*	*91*
8/19/21	*American Sign Language SEED Survey Added to Embedded Accessibility Support Settings*	*91*
8/19/21	*Dictation SEED Survey Added to Embedded Accessibility Support Settings*	*92*
8/19/21	*Emboss SEED Survey Added to Embedded Accessibility Support Settings*	*93*
8/19/21	*NAEP New Sections: 6. Universal Design Elements and 7. Accommodations.*	*108-109*
8/19/21	*Appendix F: Math Manipulatives*	*114-115*