



# Spring 2019 Standards-Based Transition Assessment of Mathematics and English Language Arts\*

\*The *Spring 2019 New Mexico Standards-Based Transition Assessment of Math and ELA* is fully aligned to state adopted New Mexico Common Core State Standards (NMCCSS). This is a transition assessment created with linking items that have undergone educator reviews for content, bias and sensitivity, and field testing. Linking items are items that have been utilized on prior operational forms or were field tested on the spring 2018 forms to allow for comparability, rather than starting from a new baseline. This results in parents, educators, and public officials being able to compare spring 2018 and prior scores to spring 2019 scores. The Spring 2019 transition assessment will still be administered in TestNav and continue to be managed through PearsonAccess<sup>next</sup>. All publicly available resources (e.g., online practice sites) for prior administrations are still appropriate for use as preparation and practice for the Spring 2019 transition assessment.

## Accessibility Features and Accommodations

- **Accessibility Features for All Students:** Features for all students, which will be available through the online delivery platform or may be externally-delivered by a Test Administrator.
- **Accessibility Features for All Students (identified in advance):** Features available to all students but provided to students who have a need identified ahead of the assessment.
- **Accommodations:** Supports for students with disabilities, English learners, and English learners with disabilities that increase access while maintaining a valid and reliable score.

### ACCESSIBILITY FEATURES FOR ALL STUDENTS

The following list are the accessibility features available to ALL students. These features are available through the online platform or may be externally-delivered by a Test Administrator or other adult on the summative assessments. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life.

#### Accessibility Features for All Students

- Audio Amplification
- Bookmark
- Blank scratch paper
- Eliminate answer choices
- General Administration Directions Clarified
- General Administration Directions Read Aloud and Repeated as Needed
- Highlight tool
- Headphones or Noise buffers
- Line Reader Mask Tool
- Magnification/ Enlargement Device
- Notepad
- Pop-up glossary
- Redirect student to test
- Spell check or external spell check device
- Writing tools

## Accessibility Features Identified in Advance

A relatively small number of students will require additional accessibility features for their particular needs (e.g., changing the background or font color on-screen, listening to text-to-speech for the mathematics assessments). Recent research suggests that providing too many tools on-screen may lead to ineffective use of the tools provided and/or an impact on a student's test performance. Furthermore, the on-off controls for these features might distract some students if they were shown on-screen or interfere with other features or accommodations. As an example, if a student does not regularly receive text-to-speech or other audio representations on their math textbooks during instruction, text-to-speech for mathematics on the assessments may distract a student or slow their pacing, possibly interfering with their performance. Based on the needs and preferences of the individual student, some accessibility features will be selected ahead of time by students in collaboration with educators.

### Accessibility Features That Must Be Identified in Advance

- Answer masking
- Color Contrast (Background/Font Color)
- Student Reads Assessment Aloud to Self
- Text-to-Speech for the Mathematics Assessments
- Human Reader or Human Signer for the Mathematics Assessments

### Administrative Considerations for All Students

The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or EL. Administrative considerations must be identified for the student in the Student Registration/Personal Needs Profile.

- Small group testing
- Time of day
- Separate or alternate location
- Adaptive or specialized equipment or furniture
- Frequent breaks

# ACCOMMODATIONS

## Accommodations for Students with Disabilities

The following is a list of Presentation Accommodations for students with disabilities that describes changes in the assessment format and method in which the assessment is administered.

Accommodations for students with disabilities must be pre-selected for the student prior to the test administration.

### Presentation Accommodations for Students with Disabilities

- Assistive technology (non-screen reader)
- Screen reader version
- Hard copy Braille edition
- Tactile graphics
- Large print edition
- Paper based edition
- Closed Captioning of Multimedia on the ELA/Literacy Assessments
- ELA/Literacy Assessments, including items, response options, and passages
  - Text-to-Speech
  - American Sign Language (ASL) Video
- Human reader/Human signer
- American Sign Language (ASL) Video for the Mathematics Assessments
- Human Signer for Test Directions
- Braille note-taker
- Braille writer
- Calculation Device (on Calculator Sections of Mathematics Assessments)
- Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)

### Response Accommodations for Students with Disabilities

The following are the RESPONSE ACCOMMODATIONS for students with disabilities that allow a student to respond to test items using different formats.

- Assistive technology
- Braille note-taker
- Braille writer

- Calculation device (on calculator sections)
- Calculation device and mathematics tools (on non-calculator sections)
- ELA/Literacy and mathematics selected response options
  - Speech-to-text
  - Human scribe
  - Human Signer
  - Assistive technology device
- ELA/Literacy constructed response options
  - Speech-to-text
  - Human scribe
  - Human Signer
  - Assistive technology device
- Monitor test response
- Word prediction external device on ELA/Literacy assessment

## **Accommodations for English Language Learners**

The following accommodations are available to students with disabilities and English Language Learners:

- Extended time
- Word-to-word dictionary (student provided, English/ Native Language)
- Speech-to-text or human scribe (external device provided by student) for mathematics responses.
- General administration directions read aloud and repeated in student's native language (by Test Administrator)
- Written general test administration directions will be provided in the following languages: Spanish, Arabic, Navajo, Chinese Mandarin, Vietnamese, Portuguese, Polish, Haitian Creole, Urdu, and Russian. If written general test administration directions are not available in the student's native language, a local translator fluent both in English and the student's native language may translate and read the directions in the language of the student.
- General administration directions clarified in student's native language (by Test Administrator)
- Online transadaptation of the Mathematics Assessment in Spanish
- Paper-based edition of the Mathematics Assessment in Spanish
- Large print edition of the Mathematics Assessment in Spanish
- Text-to-speech for the Mathematics Assessments in Spanish
- Human reader for the Mathematics Assessments in Spanish (or other languages)

## Accessibility Features for All Students

Accessibility Feature	Administration Guidelines
<b>Audio Amplification</b>	<p><b>Before Testing:</b> The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student will not have access to volume control in the secure TestNav environment.</p> <p><b>During Testing:</b> Student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed.</p>
<b>Bookmark</b>	<p><b>During Testing:</b> The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later. To remove the bookmark, select the “Bookmark” icon again.</p>
<b>Blank Scratch Paper</b>	<p><b>Before Testing:</b> Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window.</p> <p><b>During Testing:</b> The student uses blank scratch paper (i.e., lined, unlined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.</p>
<b>Eliminate Answer Choices</b>	<p><b>During Testing:</b> The student selects the “Answer Eliminator” icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and “crosses out” the answer choice. The student may disable this feature by selecting “Answer Eliminator” in the toolbar again.</p>
<b>General Administration Directions Clarified</b>	<p><b>During Testing:</b> The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.</p>
<b>General Administration Directions Read Aloud and Repeated as Needed</b>	<p><b>During Testing:</b> The Test Administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.</p>

Accessibility Feature	Administration Guidelines
<b>Highlight Tool</b>	<p><b>During Testing:</b> The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.</p>
<b>Headphones or Noise Buffers</b>	<p><b>Before Testing:</b> Test Administrator prepares classroom with headphones for participating students.</p> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to when headphones are required for the ELA/literacy assessment). If headphones are used only as noise buffers, do not plug them into the testing device.</p>
<b>Line Reader Mask Tool</b>	<p><b>During Testing:</b> The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized, and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu.</p> <p>The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool.</p> <p>The Line Reader Mask box color will change depending on the color contrast option selected.</p>
<b>Magnification/ Enlargement Device</b>	<p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Browser/Device Magnification:</b> The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what's displayed on the screen (while preserving clarity, contrast, and color).</li> <li>• <b>Magnifier:</b> The student can also select "Enable Magnifier" in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, "Disable Magnifier" in the user drop-down menu.</li> </ul> <p><b>Note:</b> Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.</p>

Accessibility Feature	Administration Guidelines
<b>Notepad</b>	<p><b>During Testing:</b> The student selects the “Notepad” icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA/literacy assessments. The student may disable this feature by selecting “Notepad” in the toolbar again.</p> <p><b>Note:</b> The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.</p>
<b>Pop-up Glossary</b>	<p><b>During Testing:</b> The student is able to view definitions of pre-selected, underlined words by hovering over them. The definition appears in a pop-up text box.</p>
<b>Redirect Student to the Test</b>	<p><b>During Testing:</b> The Test Administrator redirects the student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.</p>
<b>Spell Check or External Spell Check Device</b>	<p><b>During Testing:</b> The student uses the embedded spell check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</p>
<b>Writing Tools</b>	<p><b>During Testing:</b> The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA/literacy assessment.</p> <p><b>Note:</b> The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted.</p>

## Administrative Considerations for all Students

Accessibility Feature	Administration Guidelines
<p><b>Answer Masking</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile</u>: Student’s SR/PNP must have answer masking selected to activate the feature on the platform.</li> </ul> <p><b>During Testing:</b> When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, “Disable Answer Masking” in the user drop-down menu.</p>
<p><b>Color Contrast (Background/FontColor)</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile</u>: Student’s SR/PNP must have the student’s Color Contrast (Background/Font Color) selected to activate this feature on the platform.</li> </ul> <p><b>During Testing:</b> Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, “Change the background and foreground color” in the user drop-down menu.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="margin: 0;"><b>Contrast Settings</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on White (Default)</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Cream</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Blue</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Magenta</li> <li><input type="radio"/> <span style="background-color: black; color: white; padding: 2px;">abc</span> White on Black</li> <li><input type="radio"/> <span style="background-color: blue; color: yellow; padding: 2px;">abc</span> Yellow on Blue</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Gray on Green</li> </ul> </div>

<p><b>Student Reads Assessment Aloud to Self</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> The student's SR/PNP must have this feature identified.</li> </ul> <p><b>During Testing:</b> The student reads aloud the assessment to him or herself. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.</p>
<p><b>Text-to-Speech for the Mathematics Assessments</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.</li> <li>• <u>Differences Between Text Only and Text Plus Graphics:</u> <ul style="list-style-type: none"> <li>○ Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.</li> <li>○ Text Only - Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</p>
<p><b>Human Reader or Human Signer for the Mathematics Assessments</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> <ul style="list-style-type: none"> <li>○ Student's SR/PNP must have Human Reader/Human Signer selected. A student</li> </ul> </li> </ul>

	<p>MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. <u>Materials:</u> Mathematics Human Reader Script</p> <p><b>During Testing:</b> A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.</p> <p><b>After Testing:</b> Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials.</p>
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Administrative Consideration	Description
<b>Small Group Testing</b>	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Check individual state policies on the maximum number of students allowed in a small testing group.
<b>Time of Day</b>	Student is tested during a specific time of day based on their individual needs (e.g., ELA/literacy in the morning; no testing after lunch).
<b>Separate or Alternate Location</b>	Student is tested in a specifically assigned location.
<b>Adaptive and Specialized Equipment or Furniture</b>	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
<b>Frequent Breaks</b>	<p>Guidance on logistics for administrating the assessments with frequent breaks:</p> <ul style="list-style-type: none"> <li>• <i>Medical Breaks:</i> Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student’s testing time stops.</li> <li>• <i>Individual Bathroom Breaks:</i> Student requests a bathroom break within their overall allotted testing time. Student’s testing time does not stop.</li> <li>• <i>In-Chair Stretch Break:</i> Student pauses and stretches. Student’s testing time does not stop.</li> <li>• Other Frequent Breaks, according to state policy.</li> </ul>

## Presentation Accommodations for Students with Disabilities

Accommodation	Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have assistive technology selected.</li> <li>• <u>Testing:</u> Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the assessments, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded.</p>
<p><b>Screen Reader Version</b> <i>(for a student who is blind or visually impaired)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form. For ELA/literacy, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.</li> <li>• <u>Materials and Equipment:</u> For optimal screen reader usage, recommends using JAWS 17 (note that the assessments are designed to be compliant with the Web Content Accessibility Guidelines [WCAG]). Tactile graphics booklets are required for test administration. Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training modules for SR/PNP and Editing Enrollment Counts. Any registrations that require materials submitted after the deadline for paper must be ordered via Additional Orders.</li> <li>• <u>Screen Reader Testing:</u> Screen reader software SHOULD be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing.</li> <li>• <u>Test Administrator Training:</u> Test Administrators should review:             <ul style="list-style-type: none"> <li>○ Assistive Technology Guidelines</li> </ul> </li> </ul> <p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If the student is not using headphones, the student must be tested in a separate setting.</li> </ul>

Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.

**After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

<p><b>Hard Copy Braille Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have Hard Copy Braille Edition selected.</li> <li>• <u>Materials:</u> Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student’s Hard Copy Braille Assessment, standard test booklet or answer document<sup>13</sup> for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>o Braille Kits, which will be provided to schools at least two full school days prior to testing<sup>14</sup> in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (e.g., English Braille American Edition (EBAE), Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille.</li> <li>o If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA/literacy and mathematics assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be deleted off all devices. Nonscorable student work must be securely shredded.</li> <li>• If the braille test booklet or answer document was disassembled, it must be reassembled for return.</li> </ul>
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<p><b>Tactile Graphics</b></p>	<p><b>Before Testing:</b> Refer to “Screen Reader Version” for details.</p> <p><b>During Testing:</b> A student who is blind or has a visual impairment who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed.</p> <p><b>After Testing:</b> Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.</p>
<p><b>Large Print Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler &amp; protractor), when appropriate.</li> </ul> <p><u>During Testing:</u> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy).</li> </ul>

<p><b>Paper-Based Edition</b> (Alternate Representation – Paper Test)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have Paper-Based Edition selected.</li> <li>• <u>Materials:</u> Paper-Based Edition of the assessment</li> </ul> <p><b>During Testing:</b> For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; (3) attend a school providing paper-based assessments as the primary mode; or (4) are unable to access an online assessment due to religion or beliefs.</p>
<p><b>Closed Captioning of Multimedia on the ELA/Literacy Assessments<sup>15</sup></b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> Student’s SR/PNP must have Closed Captioning selected.<sup>16</sup></li> </ul> <p><b>During Testing:</b> A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the ELA/literacy summative assessments. Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form.</p>
<p><b>ELA/Literacy Assessments, including items, response options, and passages<sup>17</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Text-to-Speech</b></li> <li>• <b>American Sign Language (ASL) Video</b></li> </ul>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Purpose:</u> The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the ELA/literacy assessment is to provide access to printed or written texts on the ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability <i>severely limits or prevents</i> their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</li> <li>• <u>Identification for Student Registration/Personal Needs Profile:</u> The student’s SR/PNP must have text-to-speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech, or ASL Video.</li> </ul>

<p><b>Human Reader/ Human Signer</b></p>	<ul style="list-style-type: none"> <li>• <b>Test Administrator Training:</b> Test Administrators providing this accommodation must review: <ul style="list-style-type: none"> <li>○ Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.</li> <li>○ ELA has Text Plus Graphics only - Reads all printed text and the hidden alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student receives an audio representation of the ELA/literacy assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. <b>Note:</b> If headphones are <i>not</i> used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting.</p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille;</li> <li style="padding-left: 40px;">OR</li> <li>• A disability that <i>severely limits or prevents</i> him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);</li> <li style="padding-left: 40px;">OR</li> <li>• Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</li> </ul>
<p><b>American Sign Language (ASL) Video for the Mathematics Assessments</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for Student Registration/Personal Needs Profile:</b> Student’s SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form.<sup>13</sup> Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. If a student does not use ASL, a human interpreter and separate test setting will be required.</li> <li>• <b>Student Training:</b> It is highly recommended that students review the American Sign Language Math Dictionary prior to testing.</li> <li>• <b>During Testing:</b> The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.</li> </ul>