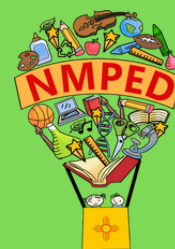
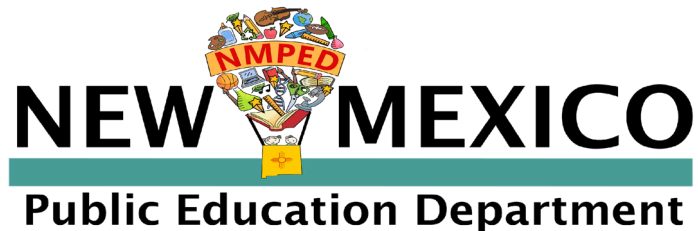


# 2022-23 ASSESSMENT ACCOMMODATIONS AND ACCESSIBILITY MANUAL

Revised August 15, 2022



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# Introduction

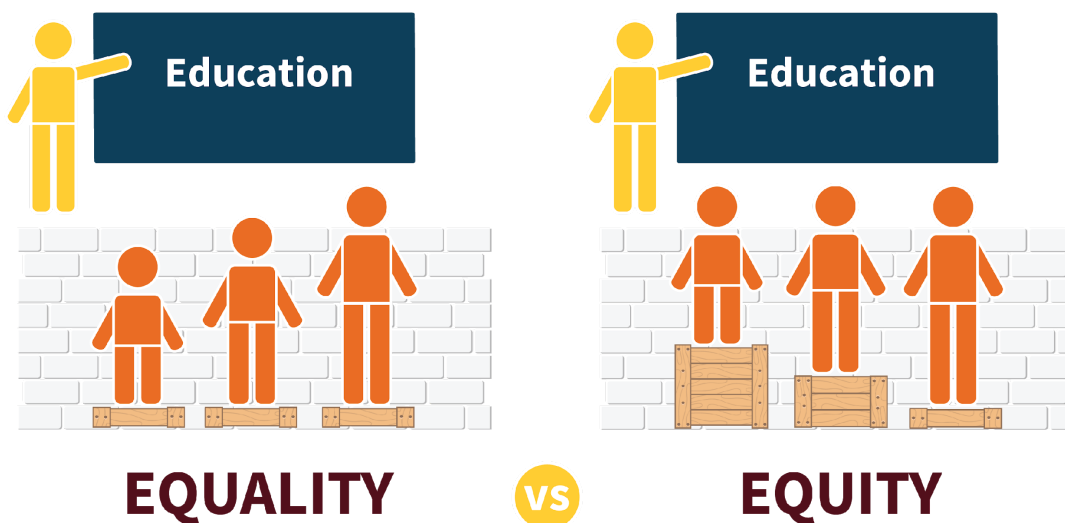
## Purpose of the Manual

The 2022-23 New Mexico Public Education Department Assessment Accommodations and Accessibility Manual is intended for use by test coordinators, test administrators, district and school administrators, teachers (special education, English as a second language/bilingual, and general education), counselors, diagnosticians, and related service providers who may serve on Individualized Education Program teams, Section 504 Plan teams, English Learner teams, Student Assistance Teams, or Language Assessment Teams.

School and district personnel should become thoroughly familiar with the content of this manual to ensure students receive appropriate and effective accessibility supports during testing.

The manual advocates an individualized approach to the implementation of accommodations and accessibility features for students who have diverse needs in the classroom. An accommodation on an assessment is only appropriate if that accommodation has been provided to the student in the classroom setting, and not every accommodation is appropriate for every student with a disability.

The purpose of accommodations and other accessibility supports is to promote student learning by providing all students with equity in access to instruction and assessment (i.e., giving each student what they need in order to demonstrate their knowledge and skills). Both federal and state law mandate providing equity in student assessments.



**Source:** Council of Chief State School Officers Accessibility Manual (2016), p. 69

## Vision and Values

The PED vision is that all students in New Mexico are engaged in a culturally and linguistically responsive education system that socially, emotionally, and academically prepares each student for success in college, career, and life.

Ensuring equity in access to assessments is an integral part of that vision. Without valid test data, it is impossible to measure objectively what academic content students know and what skills they possess.

The PED core values should inform the assignment of assessment supports by being

- student-centered and responsive to the needs of the individual student;
- collaborative in including general and special education teachers, diagnosticians and other service providers, parents, and students in the process; and
- reflective in evaluating whether an accommodation has been effective in the classroom setting for a particular student and therefore whether it should be used in an assessment setting.

The PED adheres to the American Psychological Association *Standards for Educational and Psychological Testing*. Standard 3.9 states:

Test developers and/or test users are responsible for developing and providing test accommodations, when appropriate and feasible, to remove construct-irrelevant barriers that otherwise would interfere with examinees' ability to demonstrate their standing on the target constructs. (2015:67)

## Section 1: Federal and State Requirements



### Federal Statute

The Elementary and Secondary Education Act of 1965, re-authorized as the Every Student Succeeds Act of 2015, requires that states administer high-quality academic assessments in mathematics and reading or language arts in Grades 3-8 and at least once in high school, and in science at least once in each of the following grade bands: 3-5, 6-9, and 10-12 (ESSA 1111(b)(2)(B)(v)).

The law requires all students participate in these assessments, including students with disabilities and English learners, who must be provided with appropriate accommodations (ESSA 1111(b)(2)(B)(vii)).

The Individuals with Disabilities Act of 2004 mandates that all SWD be included in all state assessment programs, including federal assessments required under ESSA (IDEA 612(a)(16)(A)).

Students must be assigned the appropriate accommodations to participate in general and alternate assessments as indicated in their respective IEPs (IDEA 612(a)(16)(A)). IDEA also requires the state to develop guidelines for the use of appropriate testing accommodations and to use universal design principles in developing and administering assessments when feasible.

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified individual shall, solely by reason of their disability, be excluded from participation or subjected to discrimination under any program or activity receiving federal financial assistance. When a student is disabled under Section 504 and is in need of services and accommodations, the local education agency convenes a Section 504 team, which will develop a Section 504 plan. The Section 504 plan identifies the necessary accommodations and services for a student to access instruction and the plan may include accommodations in the classroom for local and state assessments.

The Equal Educational Opportunities Act of 1974, Section 1703(f), and the Civil Rights Act of 1964, Title VI, mandate that ELs, sometimes referred to as English language learners, participate in all state assessments. There is an exception for ELs who have recently arrived in the United States and have been enrolled in a U.S. school for less than 12 months. States may choose to exclude such an EL from the reading or language arts assessment, or assess the student but exclude the results from accountability calculations (ESSA 1111(b)(3)(A)).

The Family Educational Rights and Privacy Act of 1974 protects the privacy of all student data. Any communication containing personally identifiable student data must be sent by secure file transfer rather than by email in order to comply with FERPA. Any email communication should identify students only by Student State Identification number (nine digits).

The Health Insurance Portability and Accountability Act of 1996 protects the privacy of all student medical records. When requests for medical exemptions are submitted to the PED, the required medical documentation should be kept at the school district and not sent to the PED in order to comply with HIPAA.

### **New Mexico Statute**

The [New Mexico Statutes Annotated](#) are usually cited as NMSA 1978, the year the statutes were last compiled, though many of the chapters, articles, and sections of NMSA 1978 were passed in subsequent years.

NMSA 22-2C, the Assessment and Accountability Act, was passed in 2003 to comply with federal accountability requirements; to provide the means whereby parents, students, public schools and



the public can assess the progress of students in learning and schools in teaching required academic content; and to institute a system in which public schools, school districts and the department are held accountable for ensuring student success (NMSA 22-2C-2).

The act empowers the PED to adopt content and performance standards (22-2C-3) and to establish a statewide system of accountability and assessments (22-2C-4). The act requires all students to participate in state assessments, including students with disabilities and limited English proficiency, who are to be provided accommodations (22-2C-4-E).

### **New Mexico Administrative Code**

The purpose of the [New Mexico Administrative Code](#) is to provide regulations that support New Mexico statute. NMAC is revised and updated by state agencies after a period of public review and comment. Title 6 of the NMAC concerns primary and secondary schools and is maintained by the PED.

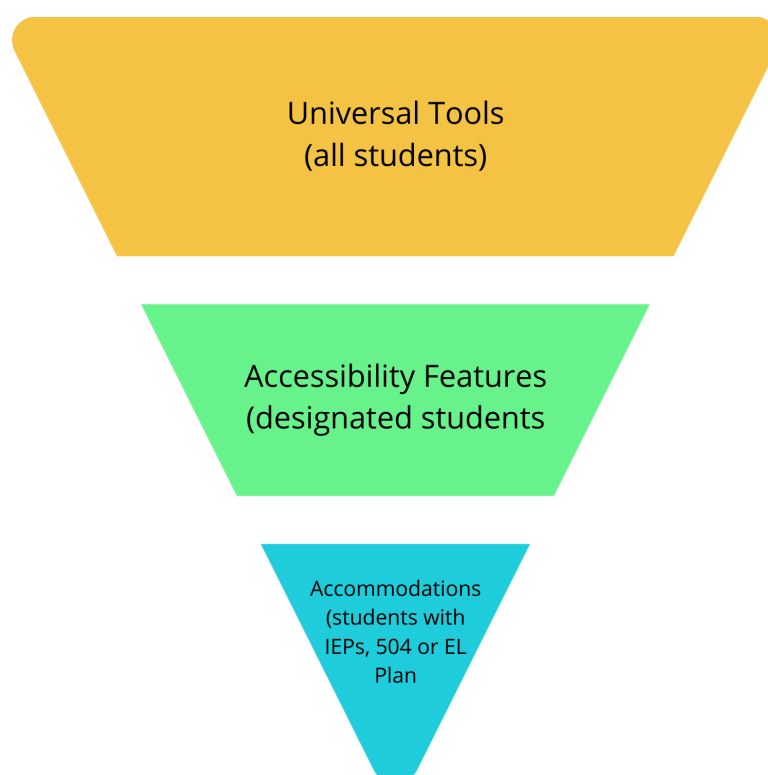
**6.10.7 NMAC, Standardized Testing Procedures and Requirements**, describes the duties and responsibilities of superintendents, principals, district test coordinators, school test coordinators, TAs, and proctors in the administration of state assessments. The PED District Test Coordinator Manual, available on the [DTC Resources](#) page, covers these requirements in detail, and all district and school personnel involved in administering student assessments should familiarize themselves with both the administrative code and the manual.

**6.29.1.9, Section M, Statewide Student Assessment System.** Sub-section (1) mandates all public school students shall participate in the standards-based assessments in Grades 3 through 8 and 11, with the exceptions listed in Sub-section (2):

- English learners in U.S. schools less than 12 continuous months may receive a language exemption from the SBA for the reading subtest only. In this situation, the student's score on the NMELPA [now ACCESS] will be substituted for the reading subtest and will count toward the district or school's 95% participation rate required under ESSA 1111(c)(4)(E). In all other content areas, the student shall participate in the Spanish-language version of the assessment (if available and appropriate) or in the English-language version with accommodations provided if so determined by the school's team.
- English learners in U.S. schools less than three full consecutive years may test in Spanish (no waiver required). With a waiver approved by the PED, they may test in Spanish an additional two years (see Section 7 for more information).
- Students with IEPs shall participate in state assessments, and IEP teams will determine which assessments (i.e., general or alternate) and which accommodations are needed.

## Section 2: Three Tiers of Student Supports in Assessment

The Council of Chief State School Officers and the state education agencies of most states use a three-tier approach to assessment student supports. The three tiers can be viewed as an inverted pyramid.



### Universal Tools: Available to All Students

The first and broadest level, Universal Tools, encompasses supports available for any student to use. The purpose of Universal Tools is to provide access for the greatest number of students and to reduce the need for accommodations and alternate assessments. Universal tools provide all students with equal opportunities to demonstrate what they know and can do without changing the construct being measured or the difficulty of the item. They build flexibility into assessments, enabling individualized adjustments for students with a broad range of abilities such as gifted and talented, ELs, students with emotional or language/learning disabilities, other underperforming students, students without disabilities, etc.

For New Mexico computer-based assessment programs, universal tools are features that are built into the testing platform and are available for any student to use during the test. Universal tools are also available in paper-based assessments. Refer to the appropriate test manual for more information, as universal tools may vary from assessment program to assessment program.

Universal tools include:

- blank paper
- pop-up notepad
- answer eliminator
- highlighter
- audio amplification
- calculators, rulers, protractors, and other math tools (on math assessment sections that allow those tools)
- line reader
- zoom or magnifier

### **Accessibility Features: Available to Designated Students**

The second tier, Accessibility Features, are available to any student, with or without a legal plan, but must be designated by a team of educators such as the SAT or by an agreement among the teacher, parent, and student in response to individual student needs.

A relatively small number of students would require these accessibility features. Assigning too many features may be distracting for students. Students should be assigned only those features which they have used in the classroom setting and/or on a practice test.

For New Mexico computer-based assessment programs, accessibility features are tools that must be enabled in the testing platform. The types of accessibility features may vary from assessment program to assessment program.

Accessibility features include (see Appendix B for a full list):

- audio amplification
- color contrast
- answer masking
- directions read aloud, clarified, or repeated
- headphones as noise buffer
- human reader or text-to-speech on a math or science assessment (this feature is an accommodation on a language arts assessment)

### **Accommodations: Available Only to Students with an IEP or 504 Plan and ELs**

The third tier of student supports, Accommodations, is the most limited, available only to students with an IEP or 504 Plan, or ELs. Accommodations are changes in procedures or materials that ensure equitable access to instruction and assessment content.

An assessment administered with appropriate accommodations assigned in accordance with a student's legal plan generates valid test results for the student. If testing accommodations are applied incorrectly, the result can be an invalidation of student test results.

Accommodations include (see Appendix B for a full list):

- Braille
- calculation device on non-calculator portion of math test
- extended time
- human reader or text-to-speech on a language arts assessment
- human signer
- large print
- manipulatives
- speech-to-text or human scribe

### **Modifications: Changes that Invalidate Test Results**

In contrast to accommodations, modifications are changes in student response (e.g., allowing use of a dictionary) or test administration (e.g., paraphrasing a test question) that give students an unfair advantage on the assessment. IEP teams may select assessment modifications in order for a student with disabilities to participate in state assessments. However, because modifications change the construct of what the assessment is intended to measure, their use will lead to an invalid test result.

Accommodations must be included in a student's IEP or 504 Plan, or have been assigned by an EL team in order to be assigned during testing. If an accommodation that is not documented on a legal plan is assigned on a state assessment, it can result in invalidation of the test results.

### **Testing Irregularities**

A testing irregularity is any incident in the handling or administration of a test that results in questioning the accuracy of the data or security of the test that may or may not result in an invalidation. Irregularities may involve accommodations, issues with technology, a student becoming ill during a test, disruptive student behavior, a fire drill, or other interruption to a test session.

Administering an assessment with an accommodation that is not in a student's legal plan is a testing irregularity. Administering an assessment without an accommodation that is in a student's IEP is also a testing irregularity.

Not all irregularities result in invalid test results. Any irregularity that occurs during a test administration must be reported to the PED according to the process described in the PED DTC Manual. The PED then determines whether the irregularity will invalidate the test result.

Please consult the 2022-23 NMPED District Test Coordinator Manual, available on the [DTC Resources](#) page, for what constitutes a testing irregularity and how irregularities are handled.

## Section 3: Administrative Considerations

In addition to the accessibility supports described in the previous section, school principals and test coordinators may arrange the testing environment and/or schedule in ways that most effectively support students.

While most students will test in their regular classroom or group while following the regular schedule, teachers, in conjunction with principals, school test coordinators, and parents, may choose to schedule test sessions at different parts of the day or in spaces other than regular classrooms as long as all requirements for testing conditions and test security policies are met. These conditions and policies are set by the PED, districts, and schools. The PED provides the minimum requirements, but districts and schools may choose to set more stringent policies. Decisions about testing may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group.

In general, changes to the time of day, setting, or conditions of testing are left to the discretion of the instructional team. Teams may wish to consider scheduling test sessions when students are not likely to be hungry or tired and in settings that minimize distractions.

Administrative considerations include additional time between sessions, preferential seating, and visual, verbal, or tactile reminders to stay on task. Reminders may be verbal (a spoken reminder), visual (e.g., a hand signal or a look), or tactile (e.g., a hand on student's shoulder).

These administrative considerations are available to all students. Administrative considerations should be identified before the beginning of the test window. The instructional team may determine that any student can receive one or more of the following test administration considerations, regardless of the student having an IEP, 504, or being an EL.

## Section 4: Making Decisions about Student Supports in Assessment

Accommodations or any other accessibility supports should be assigned only when a team of educators has considered the student's individual needs, determined the support is appropriate and necessary and ensured the accommodation or accessibility feature is being implemented in the classroom before assigning it during an assessment. This section sets forth a model of decision-making that can help teams make thoughtful and effective decisions about how best to support students on state assessments.

This model is adapted from the CCSSO [\*How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students\*](#) (2019), hereafter referred to as CCSSO 2019. This document sets forth a five-step process for making optimal decisions about providing accommodations and other accessibility supports in the classroom and on state assessments:



Source: CCSSO Accessibility Manual (2016), p. 69

### Step 1: Expect Students to Achieve Grade-level Standards

Federal law ensures all students equal access to grade-level academic standards. Providing supports in the classroom or on state assessments does not diminish the expectation that all students can achieve grade-level standards. All students should be expected to meet grade-level academic content, English Language Proficiency, or alternate assessment standards when:

- All educators—general education, special education, and language teachers—know the standards and where to locate them.
- Instruction is provided by teachers qualified to teach in the relevant content area.
- Instruction is differentiated to meet individual student needs.
- Individualized approaches to instruction and assessment are in place, and individualized plans are developed for students who need them.
- Appropriate supports are provided to help students access content.

## **Step 2: Learn About Accessibility Supports for Instruction and Assessment**

Educators should be familiar with the types of assessment supports described in Section 2 of this manual and the individual supports listed in Appendix A.

Educators must understand the difference between accommodations that produce valid test results and modifications that invalidate test results.

It is important to remember that ELP assessments and content area assessments measure different constructs, therefore, different supports may be allowed for each.

For ELs with disabilities, IEP teams should consider the degree of the student's language- and disability-related needs. Teams should carefully consider which supports will best alleviate linguistic and disability-related assessment challenges for each student.

## **Step 3: Identify Accessibility Supports for Instruction and Assessment**

Not all supports will be helpful to all students, and too many supports can confuse students. Some universal tools may need to be turned off if they interfere with student performance.

Any accommodation or accessibility feature must be used in classroom instruction and assessments before it is assigned on a state assessment.

Identifying assessment supports for students should include consideration of:

- student disabilities and language proficiency;
- which accessibility supports are used in classroom instruction;
- tasks required and barriers to a student's ability to perform those tasks; and
- which accommodations and accessibility features are permitted on a given assessment.

Decisions should be based on individual student characteristics and needs, not on blanket decisions for groups of students with particular disabilities or at language acquisition levels.

If multiple accessibility supports are employed for a student, educators should be cognizant of the possible interactions of these supports. For instance, the highlighter might change colors if the color contrast is turned on.

The more involved students are in the process of selecting supports, the more likely they are to use them. Educators can work with students to advocate for themselves in selecting, using, and evaluating supports, avoiding employing too many or too few supports.

## **Step 4: Administer Accessibility Supports during Instruction and Assessment**

Plan the logistics of assessment supports prior to test day. TAs must know what supports each student will be using and how to administer them, including any technology required, and what to do when selected supports do not work well.

On test day, TAs must monitor supports to ensure they are delivered and that technology is working as it should and promptly communicate any problems to STCs.

### **Step 5: Evaluate Use of Accessibility Supports in Instruction and Assessment**

Evidence to evaluate the effectiveness of accessibility supports can be collected by observations conducted during test administration and interviews with TAs and students after testing. Evidence on the implementation of supports may indicate the continued use of some or the rethinking of others. The evidence may also indicate areas where TAs need additional training and support.

Questions to guide evaluation at the school and district level:

- Are procedures in place to ensure accommodations and accessibility features are administered correctly?
- Were teachers and TAs provided formal training on administering accommodations and accessibility features?
- Are students receiving accommodations as documented in their plans?
- Are students (with or without legal plans) receiving accessibility features as recommended by an SAT or other team of educators and parents?
- How well do students who receive certain accessibility supports perform on assessments?
- If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accessibility support, or using ineffective supports?

Questions to guide evaluation for an individual student:

- What supports are used by the student during instruction and assessments?
- What are the results of classroom assignments and assessments when accessibility supports are used versus when they are not used?
- If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving supports, or using supports that were ineffective?
- How well did the student, teacher, and TA think the accommodation(s) and/or accessibility feature(s) worked?
- What difficulties were encountered in using the supports?
- Have the characteristics of the student changed over time to warrant a plan change?



## Section 5: Nonstandard and Emergency Accommodations

### Nonstandard Accommodations

A small number of students need nonstandard accommodations that are not listed in the vendors' accommodations manuals and which must be requested and approved by the PED and documented in a student's IEP or 504 Plan. Examples of frequently approved nonstandard accommodations include:

- the presence of a cell phone with a blood glucose monitoring app during testing, and
- administering an assessment to a homebound student in the student's home.

The LEA must receive approval from the PED prior to testing. To request approval, the Request for Nonstandard Assessment Accommodation form must be submitted to the PED a minimum of two weeks prior to the test administration window.

The PED will review the request and provide a response within five business days. The LEA must retain the form for a period of five years from the date of the test. The form can be completed and submitted in the PED [Test Coordinator Portal](#). Instructions for the PED Portal are [here](#).

For DTCs who are unable to access the portal, the 2022-23 Nonstandard Assessment Accommodation Request is available on the [DTC Resources](#) page of the PED website under Test Coordinator Forms. The Word document can be downloaded, completed, scanned, and emailed to [ped.assessment@ped.nm.gov](mailto:ped.assessment@ped.nm.gov).

### Emergency Accommodations

In cases where a student is injured shortly before an assessment (e.g., student breaks an arm and cannot use a mouse for computer-based testing), the student may require an accommodation at the last minute when no legal plan is in place.

If there is time, the school can create a 504 Plan for the student in these cases. If the injury occurs too close to the assessment, the DTC can use the Nonstandard Assessment Accommodation form to notify the PED that an accommodation is being put in place to allow a recently injured student to participate in a state assessment.

## Section 6: Alternate Assessment

Both federal and state law mandate all students participate in state assessments, including students with disabilities (IDEA 612(a)(16)(A)). For students with the most severe cognitive disabilities, a state may provide for alternate assessments to be administered to not more than 1% of the students in the state who are assessed (ESSA 1111(b)(2)(D), IDEA 612(a)(16)(C)).

Students with significant cognitive disabilities have one or more disabilities that significantly affect intellectual functioning and adaptive behavior. Adaptive behavior is behavior that is essential to live independently and function safely in daily life. SWSCD requires significant instruction and support both in and out of the classroom.

A student's IEP team has the responsibility of determining not if but how the student will participate in state assessments. Following all guidelines in the PED Special Education Bureau's [IEP Manual](#), the IEP team determines whether a student with an IEP will participate in the general assessment (with or without accommodations) or the alternate assessment. In New Mexico, the alternate assessment is Dynamic Learning Maps which measures achievement in mathematics, language arts, and science.

Alternate assessments measure alternate achievement standards aligned to the state's challenging academic standards (ESSA 1111(b)(2)(D)(i)). In New Mexico, these are the Common Core State Standards for math and ELA and the NM STEM Ready! Standards for science. The DLM alternate achievements standards are Essential Elements, linked with New Mexico's academic standards, although at less-complex skill levels.

[The DLM Accessibility Manual \(2022-2023\)](#) provides three criteria for participation in the alternate assessment. All three criteria must be met:

- The student has a significant cognitive disability. Review of student records indicates one or more disabilities that significantly affect intellectual functioning and adaptive behavior.
- The student is primarily instructed using alternate content standards. Goals and instruction listed in the student's IEP are linked to the enrolled grade-level alternate standards and address the knowledge and skills that are appropriate and challenging for this student.
- The student requires extensive, direct, and individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. The student requires extensive, repeated, and individualized instruction and support that is not temporary or transient, and the student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Federal law limits the percentage of students participating in the alternate assessment to 1% (ESSA 1111(b)(2)(D)(i)(I)). Any LEA that exceeds the cap must submit a justification, but the PED may NOT

prohibit an LEA from assessing more than 1% of its assessed students with the alternate assessment. In every case, the deciding factor in whether a student is assessed by the general or alternate assessment must be what is best for the individual student, as determined by the IEP team.

## Section 7: English Learners

### Definition of English Learner

ESSA defines an EL as a student who was not born in the United States or whose native language is not English; or who is a native to America and comes from an environment where another language has had a significant impact on the student's English language proficiency; or who is migratory and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding English may prevent the student from meeting academic standards (ESSA 8101(20)).

New Mexico identifies students as ELs using the WIDA Screener for students in Grades 1-12 and the W-APT for students in Kindergarten. Once identified as an EL, a student's ELP is assessed annually by the ACCESS for ELLs, or for SWSCD, by Alternate ACCESS. When a student meets the proficiency cut score on one of these assessments, the student is no longer considered an EL.

### Participation in Assessments

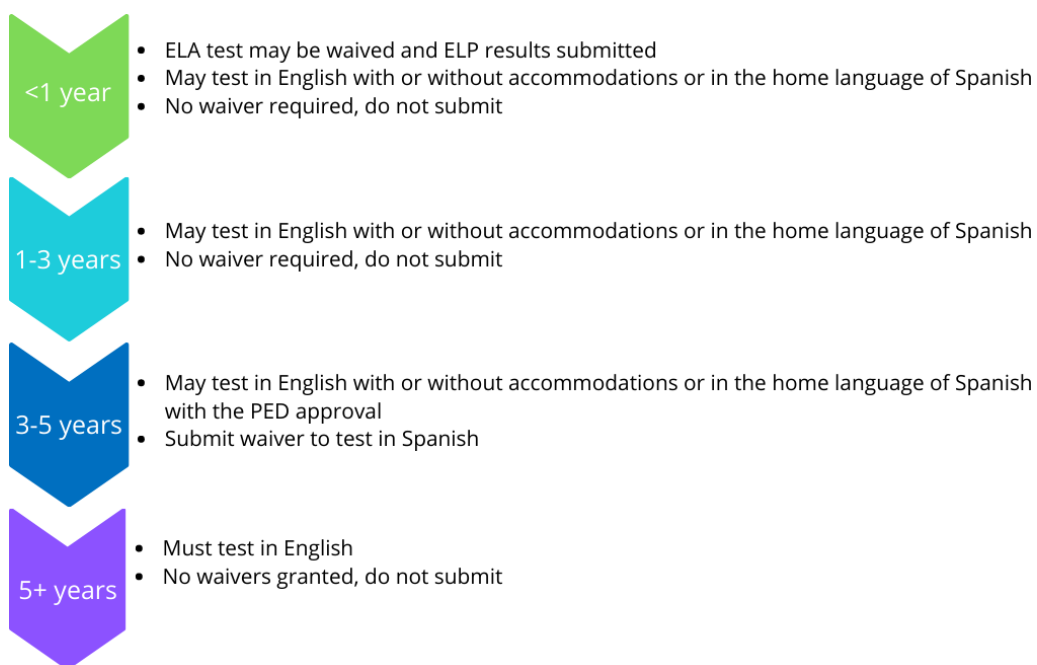
Both federal and state law require that ELs participate in state assessments of math, ELA, and science proficiency and that ELs be provided appropriate accommodations.

ELs must participate in state assessments, but until they have been enrolled in a U.S. school for three full consecutive years, they may test in Spanish. These students do not need a waiver from the PED to test in Spanish.

ELs who have been enrolled in a U.S. school for more than three years but less than five years may test in Spanish if their school-based team determines this is appropriate and if a waiver is submitted to the PED and approved. Waivers are approved on a case-by-case basis for only a single year.

ELs who have been enrolled in a U.S. school for more than five years must test in English but can receive accommodations as indicated by their school-based teams.

## Testing requirements based on the number of consecutive years in US schools:



The DLM alternate assessment does not provide language translations via the computer but does allow TAs to translate the text for students who are ELs or who communicate best in a language other than English.

### Accommodations for ELs

ELs may receive accommodations on content assessments (math, ELA, science, social studies) but are not entitled to accommodations on the ELP assessment (ACCESS) unless they also have an IEP or 504 Plan. Accommodations for ELs on content assessments include:

- Word-to-word dictionary or glossary (English-native language)
- Human reader (test directions or test items in native language)
- Text-to-speech (test directions or test items in native language)
- Extended time (on timed tests)

# Appendices

## Appendix A: Vendor Accessibility and Accommodations References Links

Document	Source	Additional PED Guidance
NMPED Assessment Accommodations Manual	<a href="https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/assessment-accommodations-and-accessibility-manual.pdf">webnew.ped.state.nm.us/wp-content/uploads/2020/09/assessment-accommodations-and-accessibility-manual.pdf</a>	
SAT School Day	<a href="https://accommodations.collegeboard.org/pdf/accommodations-supports-handbook.pdf">accommodations.collegeboard.org/pdf/accommodations-supports-handbook.pdf</a>	<p><b>College Reportable Accommodations:</b>  <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/NM-SAT-and-PSAT-10-College-Board-Accommodations-Matrix-Resulting-in-College-Reportable-Scores.pdf">webnew.ped.state.nm.us/wp-content/uploads/2019/12/NM-SAT-and-PSAT-10-College-Board-Accommodations-Matrix-Resulting-in-College-Reportable-Scores.pdf</a></p> <p><b>Non College Reportable, But Allowed:</b>  <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/College_Board_Accommodations_Non-Reportable_Scores.pdf">webnew.ped.state.nm.us/wp-content/uploads/2019/12/College_Board_Accommodations_Non-Reportable_Scores.pdf</a></p>
Cognia 3-8 NM-MSSA (Math/ELA/SLA) and NM-ASR (Science)	<a href="https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_2021-2022.pdf">newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_2021-2022.pdf</a>	A student can only be assigned the MSSA Spanish Language Arts as an English Learner accommodation.
iMSSA and Formative Item Sets	<a href="https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_2021-2022.pdf">newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/08/NM-Assessments-Univ-Tools-Accessibility-and-Accoms_2021-2022.pdf</a>	Text to Speech is available in English and Spanish, (for EL students), on the math portion only for the Interim assessment and in English only for the Formative item set.
Istation	<a href="https://istation.com/Content/downloads/NM_IstationAssessmentAccommodations.pdf">istation.com/Content/downloads/NM_IstationAssessmentAccommodations.pdf</a>	A student can only be assigned Spanish ISIP as an English Learner accommodation, even if they are not in a dual language program.
DLM	<a href="https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual.pdf">dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Accessibility_Manual.pdf</a>	The Test Administrator may provide any portion of the assessment in a native language as an accessibility support for the student. Students IEP must designate alternate assessment.
ACCESS	<a href="https://wida.wisc.edu/resources/accessibility-and-accommodations-supplement">wida.wisc.edu/resources/accessibility-and-accommodations-supplement</a>	Refer to the state-allowed domain exemption guidance on the Assessment Bureau <a href="#">ACCESS</a> website.

## Appendix B: General Accessibility Features and Accommodations Defined

This table is a general guide to accommodations and accessibility features. It may not be applicable to all assessments, in particular for SAT college reportable scores. For assigning accommodations in specific assessments, refer to the individual vendors' accessibility and accommodations document links in Appendix A. If a feature is not listed, please consult the accommodations manual for the relevant assessment.

**Note:** For an accommodation or accessibility feature to be most effective, it should be used in classroom instruction and assessments before being assigned on a state assessment.

**Key:**      CBT = Computer Based Test      PBT= Paper Based Test      SS = Social Studies  
                  EL = English Learner              TA = Test Administrator      SWD = Students with Disabilities

Feature	Description	Accessibility (any student)	Accommodation (IEP)	Accommodation (EL)
Assistive Technology: Presentation	For students with hearing impairments. Assistive technology devices to access test presentation. Examples: Kurzweil, FM systems, etc. Use individually or in small groups as long as it is not distracting to others.		X	
Assistive Technology: Response	<p>For students with visual, hearing, fine motor, writing, or motor impairments who use devices for instruction:</p> <ul style="list-style-type: none"> <li>Augmentative communication devices</li> <li>Communication boards</li> <li>Braille</li> <li>Low vision devices</li> <li>Amplification</li> <li>Custom, modified, or alternative keyboard</li> <li>Touch screen computer</li> <li>Track ball, trackpad, joystick</li> <li>Mouth stick, head pointer</li> <li>Head mouse, head master, tracker</li> <li>Phonics phone or whisper phone</li> <li>Switches</li> <li>Voice output device (must disable during reading test)</li> <li>Tape recorder</li> <li>Tactile/voice output measuring devices (e.g., clock, ruler), pencil grips, non-skid material to hold objects in place</li> <li>Word prediction (science open-ended response)</li> </ul> <p><b>Note:</b> spell check, word prediction programs and grammar checking are <u>modifications</u> in some language arts/literacy assessments (refer to individual assessment manuals)</p>		X	

Feature	Description	Accessibility (any student)	Accommodation (IEP)	Accommodation (EL)
Audio Amplification	For students with hearing impairments. Amplification of sound. Before testing, auditory assistive technology should be checked in advance for compatibility with CBT platform.	X		
Audio Record Responses	For students for whom the physical act of keyboarding or writing interferes with their ability to express their thoughts. Audio recording students' vocal responses. Some assessments may have a scribe use the recording to enter the information into the assessment. See Speech-to-Text or Human Scribe.		X	
Bookmark Items for Review	For PBT, TA provides students with place markers prior to testing. All bookmarks must be removed at the end of testing. Embedded in CBT.	X		
Braille	For students with visual impairments. Test materials with an embossed paper <b>tactile writing system</b> . Ordered directly from the vendor. Used individually or in small group testing.		X	
Calculation Device	For students whose disability <b>severely limits or prevents their ability to perform basic calculations</b> (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). Approved calculation device on <b>non-calculator section</b> of math assessment. (Calculator is a universal tool in the calculator section.)		X	
Color Contrast/Overlay	For PBT, students may use color overlays when taking the test. When embedded in CBT, both font and background colors as well as contrast are modified.	X		
Directions Clarified	For PBT, TA clarifies general administration directions <u>only</u> , NOT passages or test items. Embedded in CBT.	X		
Directions Read Aloud and Repeated	TA reads general administration directions only, NOT passages or test items. May repeat if student requests.	X		
Eliminate Answer Choices	For PBT, students use removable markers (e.g., small strips of paper). TA makes sure markers are removed from test booklets. Embedded in CBT.	X		
Extended Time	Available for <i>timed</i> tests		X	X
General Masking	For PBT, a straight edge may be used. Embedded in CBT.	X		

Feature	Description	Accessibility (any student)	Accommodation (IEP)	Accommodation (ELL)
Headphones/Noise Buffer	Headphones used to access audio in CBT or to minimize distraction, filter external noise. Headphones used as a noise buffer may not be plugged in.	X		
Human Reader	For students who are unable to decode text visually. Scripted oral accommodation in English used individually or in small group testing with PBT/CBT. Follow test manual directions when assigning to ELA assessments.	X Math , Sci, SS	X ELA	X ELA
Human Scribe (Constructed Response Items, e.g, open-ended, short answer, essay)	For SWD whose disability limits their keyboarding or writing skills and interferes with ability to express their thoughts in writing. For PBT or CBT without VR software, a human scribe transcribes student's response <u>verbatim</u> in test booklet or using keyboard. Use in individual test setting. Speech-to-text can be used on CBT.		X	
Human Scribe (Selected Response Items, e.g., multiple choice, multiple select)	For SWD whose disability limits their keyboarding or fine motor skills interferes with their ability to indicate their response. For PBT or CBT without VR software, a human scribe transcribes student's response in test booklet or using keyboard. Use in individual test setting. Speech-to-Text can be used on CBT.		X	
Human Signer	For students with hearing impairments who are unable to decode text visually. For PBT/CBT a sign language interpreter may be used individually or in small group. Follow test manual directions when assigning to ELA assessments.		X	
Large Print	For students with visual impairments. Test materials formatted with <a href="#">font</a> considerably larger than usual. PBT ordered from the vendor. Used individually or in small group testing.		X	
Line Reader Mask Tool	For PBT, a straight edge may be used to help students visually track lines of text. Embedded in CBT.	X		
Magnification/ Enlargement Device	For PBT, students use a magnification/enlargement device. Embedded in CBT.	X		
Manipulative Test Materials	For SWD with temporary or permanent conditions that interfere with ability to manipulate materials such as test booklet pages, stimulus cards, etc. 3-D objects used in place of paper materials.		X	



Feature	Description	Accessibility (any student)	Accommodation (IEP)	Accommodation (EL)
Math Manipulatives	For students who are blind or visually impaired, have specific learning disabilities, or are otherwise health impaired. 3-D objects used in place of paper materials or images on computer screen. Manipulatives include: touch point numbers, counting blocks/beans/etc., abacus, number line, numbers chart, Braille ruler, Braille protractor.		X	
Picture Dictionary	For ELs. Provides only picture definitions of words in English without providing unwarranted assistance to the student such that it gives away the answer to the test items. Used individually or in small group testing.			X
Read aloud to self	Student reads directions, text, selected responses, constructed response items aloud to self. Used in individual setting with PBT/CBT.	X		
Redirect	The TA redirects the student's attention back on the test.	X		
Spanish version	For ELs who have been in US schools fewer than three consecutive years. ELs may test in Spanish for two additional years with a waiver approved by PED. See Section 7.			X
Speech-To-Text (Constructed Response Items, e.g., open-ended, short answer, essay)	For SWD for whom the physical act of keyboarding or writing interferes with their ability to express their thoughts. Voice recognition (VR) software embedded in CBT converts student responses to constructed response items (e.g., writing) to printed text. Student speaks into computer microphone and the computer generates a transcription.		X	
Speech-to-Text (Selected Response Items, e.g., multiple choice, multiple select)	For SWD whose disability limits their keyboarding or fine motor skills interferes with their ability to indicate their response. Voice recognition (VR) software embedded in CBT converts student responses to selected response items (e.g., multiple choice) to printed text. Student speaks into computer microphone and the computer enters the response.		X	
Text-To-Speech or Human Reader – Test <b>Directions</b> in Native Language.	For ELs. Read aloud test directions <u>not</u> items in Native language. Definitions of words are not provided. PBT may be used in small group or individually.			X

Feature	Description	Accessibility (any student)	Accommodation (IEP)	Accommodation (EL)
Text-To-Speech or Human Reader – Test <b>Directions</b> in English.	For SWD and ELs who are unable to decode text visually. Read aloud test directions, <u>not</u> test items. Hearing directions read allows the content not the language, to be tested. Definitions of words are not provided. PBT may be used individually or in small group testing.		X	X
Text-To-Speech or Human Reader – Test <b>Items</b> in English	For students who are unable to decode text visually. Scripted oral accommodation in English. Allows the content, not the language, to be tested. Used individually or in small group testing with PBT. Refer to test manual when assigning to ELA assessments.	X Math , Sci, SS	X ELA	X ELA
Word Prediction External Device	For SWD whose physical disability <i>severely limits or prevents</i> keyboarding or writing responses. External device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. Device may not connect to internet or save information.		X	
Word-to-Word Dictionary or Glossary, (English/Native Language)	For ELs. Word-to-word dictionary customized for New Mexico, or commercially published bilingual Dictionary. Displays word in English and corresponding word in Native Language. Definitions are not provided. A sample list of approved bilingual dictionaries may be found at <a href="https://act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf">act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf</a> .			X
Word-To-Word Pocket Translator	For ELs. Commercially available electronic translator. Displays corresponding word in any language when user enters word in English. Definitions of words not provided.			X
Writing Tools	For PBT, the students use a writing instrument on written response to underline, bold, or add bullets for formatting. Embedded in CBT.	X		
Zoom	Magnification or enlargement in CBT.	X		
PED – Approved Nonstandard Accommodations	Accommodations not described in this manual but necessary for a student to access the assessment. Request using Non-standard Accommodations form available on <a href="#">DTC Resources</a> page.		X	

## Appendix C: References for Accommodations for Students with Disabilities

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