Appendix A-2: DeSSA Accessibility Descriptions
2019-20 School Year

*** The Smarter Balanced Resources and Practices Comparison Crosswalk has been updated as of September 12, 2018. Many of the resources provided on the assessments are similar to those used during classroom instruction. This can assist educators by providing both a description of the resource and its classroom equivalent.

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Stimuli/ Passages	These terms are used interchangeably within the document and essentially mean the same thing. The stimulus is anything that leads up to the question. It may be a description of something related to the test items. It could include a map or a diagram. A stimulus could be a short passage to help establish the premise of the items to follow. For the ELA assessment, the passage is the text that is on the left hand side of the screen. The only content area where the distinction between stimuli/passages and items are consequential is the DeSSA ELA CAT portion of the test. For the **ELA CAT portion of the test, stimuli/passages can only be read (text-to-speech or human reader) IF previously approved by DOE.** All other content areas (including the ELA PT), if the support is selected, all stimuli/passages and items can be read (text-to-speech or human reader).
Items	Items refer to the actual question that is asked of the student. Items also include any response options or choices.
Level 1: Universal Tools	
Embedded (available through student testing interface)	
Answer Eliminator (PAN)	Allows the student to visually eliminate (with a red "x") one or more responses.
Answer Masking Answer Masking Video Link	Available for multiple-choice and multiple-select items only. Limits which answer choices a student sees. The student can turn masks on or off at any time. If specified in a student's Personal Needs Profile, multiple-choice and multiple-select answer choices are masked when the item is first presented
Breaks/Pause (Resume Restriction- PAN)	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student (exception is the Performance Task). There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See pause rules in Test Administrators Manual for details about length of time a student may pause and still be able to review items previously answered.
Calculator (grades 6-8 and 11)	An embedded on-screen digital calculator can be accessed for calculator- allowed items when students click on the calculator button. When the embedded calculator, as presented for all students, is not appropriate for a student, (ex: a blind student), the student may use a calculator offered for technology devices. (such as a talking or a braille calculator – see Non-Embedded Accommodations for students who cannot use the embedded calculator)
Digital Notepad (TIDE)	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.
English Dictionary (For ELA PT full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment. (Not for DeSSA-Math)

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Level 1: Universal Tools	
Embedded (available through student testing interface)	
Expandable Passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Five Function Calculator (PAN)	An embedded on-screen digital calculator can be accessed for calculator- allowed items when students click on the calculator button. Turned on for Grade 8 and HS Science. Not available for grade 5 or Social Studies
Global Notes (For DeSSA-ELA PT tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, 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.
Highlighter (TIDE)	(TIDE) A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Highlighter (PAN)	Allows the student to choose a color to highlight a word or group of words. To activate the highlighter, the student can click and drag, double-click, or right-click on a word or section of a word and then drag to select further words. The student then selects a color.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.
Line Reader (TIDE)	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Line Reader (PAN) Line Reader Video Link	Provides an adjustable and moveable window through which the student can mask or hide a portion of the item.
Magnifier (PAN)	Allows the student to see a closer image of part of an item, mimicking an actual magnifying glass. The student can turn the magnifier on or off at any time.
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 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 *DeSSA Item Specifications* indicate that one or more of these tools would be appropriate.
Notepad (PAN)	Allows the student to type notes while testing. A maximum of 5,000 characters may be entered.
Spell Check	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 DeSSA Item Specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a performance task. PAN – only available for constructive response items/open-ended questions. Students will see a red line below the incorrectly spelled word.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Text-to-Speech – Text Only* Text-to-Speech – Text Only video (PAN)	Reads aloud the text of items and stimuli/passages (excluding simulations) through embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. *Text-to-Speech—Text Only will be available on all forms except for Spanish, American Sign Language, Braille and Paper-Pencil.*
Thesaurus	A thesaurus is available for the full-write portion of an ELA/Lit Performance Task. The use of this tool may result in the student needing more time to complete the assessment.

Level 1: Universal Tools

Embedded (available through student testing interface)	
Writing Tools	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 12 for most tests, 14 for grade 3 and 4. 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. To increase the default print size of the entire test the print size must be set for the student in the (TIDE) or set by the test administrator prior to the start of the test. The use of this universal tool may result in the student needing additional overall time to complete the assessment. PAN – Zoom works on devices that allow zoom keyboard shortcuts. Users can zoom in and out on the screen.

Non-Embedded (test administrator must provide)	
Breaks (Frequent Breaks)	All students may take breaks as needed. The term "Frequent breaks" refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily). During each break, the testing clock is stopped.
English Dictionary (For ELA Performance Task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Familiar Test Administrator	The student knows the test administrator and/or interpreter.
Modified Lighting	You may enter additional information about this on Appendix A-1.
Refocus	Refocusing student's attention to the test with use of intermittent verbal, picture symbol, signed, cued speech, or physical prompts. Refocus should not in any way cue a student to return to a previous item or indicate that the student may have made an error. This would be considered a test security violation.
Scratch/Blank/Grid Paper	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. **CAT:** All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. **Performance Tasks**: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.
Small Group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students are typical. A "group" of one also is permissible. Small groups may be appropriate for human read–aloud, translated test administration, WhisperPhone® or to reduce distractors for some students.
Specialized Equipment or Furniture	Use of special equipment or furniture that are not electronic devices. Use of electronic devices that do not have access to WIFI. Use of special chairs, slantboards, reading guides, etc. does not require DOE approval. Low vision electronic devices, such as a Visio, do not need DOE approval as they do not access the Internet. Use of specialized electronic equipment such as a cell phone or other devices that access WIFI should be submitted as Unique Accommodation request to DOE for approval.
Specified Area or Seating	Select this option to provide students with preferential seating or a specific area in the room for testing.

Level 1: Universal Tools

Embedded (available through student testing interface)

Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Time of Day	Student should be tested during the time of day that is best for the student, e.g., only morning.
Whiteboards/Assistive Devices Use of Digital Graph Paper	As long as the construct being measured is not impacted, 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 with the student and/or consistent with the child's IEP or 504 plan A student can use an assistive technology device or whiteboard. **CAT**: All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. **Performance Tasks**: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session whiteboards, and/or assistive technology devices must be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.

OPTION FOR LEVEL 2 AND 3

Embedded and Non-Embedded

No Accommodations or Supports	After careful consideration, no accommodations and supports have been selected for the student. If "none" is selected at the top of the menu choices, this does NOT also need to be selected	EL, SWD, 504, SWD/EL

Level 2: Designated Supports

Embedded (available through student testing interface)

Color Choices/Contrast (indicate choice)	Enable students to adjust screen background or 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. The test administrator must set this in the TA interface.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Disable Universal Tools	Disabling any universal accessibility tools that might be distracting or which students do not need to use, or are unable to use. **Tools must be turned off one by one by the TA at the time of test administration.** Tools that can be switched off include Highlighting, Strikethrough, Expandable Passages, Mark for Review, and Global Notes. (DeSSA only and must be done by TA at time of testing)	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Illustration Glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided selected construct-irrelevant terms for math. Illustrations for these items appear on the computer screen when the students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen. **Can Also – a non-embedded support.**	Gen Ed with Supports, EL, SWD, 504, SWD/EL Deaf/Hard of hearing
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Permissive Mode	Permissive Mode must be selected if accommodations requiring additional software is to be used, i.e. Speech to Text software, ZoomText (magnification) software, or other software to support Alternate Response accommodation.	Gen Ed with Supports, EL, SWD, 504, SWD/EL

Level 2: Designated Supports		
Embedded (available through student testing interface)		
Spanish	Items on Spanish forms will be translated from English to Spanish. The user interface of TestNav will remain in English.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Streamline	This is streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. This may benefit students who have specific 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 streamline format.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Text-to-Speech (TTS)	Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **TTS for Questions and stim/passages for ELA PT, Math CAT, and Math PT can be selected by school and district staff.** TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred but there are some students for which TTS can be difficult for them to use or they are not familiar with it. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	<u>TTS Questions/ Stim/Passage</u> for these content areas is for Gen Ed with Supports, EL, SWD, 504, SWD/EL
Translation of key terms (PAN)	Terms that have been identified for translation will be available in Arabic, Haitian Creole, Korean, or Mandarin Chinese as specified in the student's Personal Needs Profile.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Translated Test Directions (Math only)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support. Students who have limited English language skills can use the translated directions support. **This support should only be used for students who are proficient readers in the other language and not proficient in English.** (To enter in TIDE, click Language under Designated Supports: Embedded)	EL, SWD/EL
Translations - Glossaries	**For Math items.** Translated glossaries are a language support. 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. Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. For ELA – only choice is English Glossary	EL, SWD, 504, SWD/EL
Translations- Stacked (for math items)	**For ELA CAT and ELA PT the only option available is Braille.** Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English. Available for **Spanish/English**. For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessments regardless of the language This support will increase the reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. (To enter in TIDE, click Language under Designated Supports: Embedded)	EL, SWD/EL

Level 2: Designated Supports		
Embedded (available through student testing interface)		
Zoom/Print Size – indicate level 1-7	A tool for making text or other graphics in a window or frame appear larger on the screen. 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. To increase the default print size of the entire test (from 1.5X to 20.0X default size), 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. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Level 0 = default size Level 1 = ~1.0x, 1.5X Level 2 = ~ 1.75X Level 3 = ~2.5X Level 4 = ~3X Level 5 = ~5x **Must use with streamlined mode** Level 6 = ~10x **Must use with streamlined mode** Level 7 = ~15x **Must use with streamlined mode** Level 7= ~20x **Must use with streamlined mode** The selected print size becomes the default for all stimuli and items in that student's test. **NOTE: There may be some graphics with text that is smaller than the selected size.** 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 items. Note: The default font size is 12 point for most tests. Grade 2, 3 and 4 tests have a default font size of 14 point.	Gen Ed with Supports, EL, SWD, 504, SWD/EL

Level 2: Designated Supports		
Non-Embedded (test administrator must provide)		
Amplification/ Assisted Listening device	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 likely requires 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. ELA PT, Math	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment. ELA PT	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Color Contrast – Printed	Test content of online items may be printed (using Print on request) with different colors.	Gen Ed with Supports, EL, SWD, 504, SWD/EL

Level 2: Designated Supports		
Non-Embedded (test administrator must provide)		
Color Overlays	Color transparencies are placed over a paper-based assessment.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
EL 1st Year Exemption from DeSSA Reading, Listening, Writing/SAT	This feature is available as a designated support (Level 2) – available to all students who meet the criteria to use Designated Supports. An exemption from the reading/ writing/ listening and SAT tests. Students in grades 2-12 enrolled in U.S. schools less than one year. Students are eligible if, as of the final date of the test window, the student has been enrolled in U.S. schools for less than one year (the date entered in the "immigrant date" field in the EL database is less than 365 days prior to the final date of the test window). An EL student is considered to be in the first year of enrollment in U.S. schools if the student is new to the U.S., OR, if the student has entered and withdrawn from U.S. schools to leave the country multiple times, the most recent date of enrollment in U.S. schools is immediately preceded by at least a 90-day time period out of the U.S. and which falls within the academic year (excludes June, July, and August) in the "immigrant date" field in the EL database.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Human Interpreter – Native Language **(DOE Approval Required)**	Provide a native language translator to translate **test questions (including multiple-choice options)** into native language. Instructor may determine that the translator must translate all items or only items requested by student. Native language translator **must** be proficient in the native language. See Appendix C-6 for the Protocol for Native Language Translator. (see Appendix C-4)	Native Language: Gen Ed with Supports, EL, SWD, 504, SWD/EL
Human Read Aloud Items/Stimuli	Text is read aloud to the student by a human reader. 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 result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. Members can refer to the *Guidelines for Choosing the Read Aloud Accommodation* when deciding if this accommodation is appropriate for a student. **Human read aloud for Questions and stim/passages for ELA PT, Math CAT and Math PT, can be selected by school and district staff**. TTS and Human Read Aloud are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations.	<u>Human Read Aloud Questions/Stim/ Passage</u> for these content areas is for Gen Ed with Supports EL, SWD, 504, SWD/EL
Human Reader in Spanish - stimuli & items on Spanish Stacked - Math	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in Appendix C-8 of this guidelines. All portions of the content may be read aloud.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Illustration Glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided selected construct-irrelevant terms for math. Illustrations for these items appear on the computer screen when the students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen. Recorded on Appendix A-1 under Translations – Glossaries	Gen Ed with Supports, EL, SWD, 504, SWD/EL Deaf/Hard of hearing
Magnification	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 of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support. ELA, Math	SWD, 50, SWD/EL

Level 2: Designated Supports

Non-Embedded (test administrator must provide)		
Medical Supports	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 the test session. 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 distracting other test takers and to ensure test security. ** Complete a Unique Accommodations request form. DOE Approval Required.	Available to All students with a medical need.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Gen Ed with Supports EL, SWD, 504, SWD/EL
Paper/Pencil test	Test is presented in a fixed form, paper/pencil format. To be used only when "print on demand" is not practical due to student's testing location or student's access needs. Includes the use of a hand-held calculator in the case of math. • Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt	Gen Ed with Supports EL, SWD, 504, SWD/EL AND All Homebound
Scribe – All items except writing items on ELA PT	For ELA non-writing items, math items, science and social studies. Students may not have scribe during writing items. Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified (see Scribe Guidance training on the Special Populations page), and must follow the administration guidelines provided in the Accessibility Guidelines, Appendix A-6.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Separate Setting in School	Test location is altered so that the student is tested in an in-school setting different from that made available for most students.	Gen Ed with Supports, EL, SWD, 504, SWD/EL
Separate Setting Not in School	Test location is altered so that the student is tested in a non-school setting different from that made available for most students. • Homebound students are tested on all DeSSA Assessments except for DeSSA-Alt	Gen Ed with Supports, EL, SWD, 504, SWD/EL and/or Homebound
Simplify Directions in English	Simplifying or paraphrasing test administration directions ONLY in English. Test administration directions include any directions that are in the script and are NOT associated with any one specific test item, options, or reading passage. The DeSSA Simplified Directions Protocol is provided in Appendix A-9 of these Accessibility Guidelines.	Gen Ed with supports, EL, SWD, 504, SWD/EL
Simplify Directions in Native Language	Simplifying or paraphrasing test directions ONLY in native language. (Directions that are NOT part of a test question or reading passage may be simplified/paraphrased.) Interpreter/test administrator must be proficient in the native language. Simplifying or paraphrasing of test questions and reading passages on the reading test are not permitted. Not for DeSSA mathematics	Gen Ed with supports, EL, SWD, 504, SWD/EL
Translated Test Directions – Print	Test vendor provides a PDF of directions translated in each of the languages currently supported. **Note Spanish is available as an embedded support	Gen Ed with supports, EL, SWD, 504, SWD/EL

Level 2: Designated Supports		
Non-Embedded (test administrator must provide)		
Translations – Glossaries – Paper/Pencil - Math only	**For Math items on the paper/pencil test.** Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent	Gen Ed with supports, EL, SWD, 504, SWD/EL
Unique accommodation **(DOE Approved)**	This feature is available to all students who meet the criteria to use Designated Supports. Support or accommodation not listed in these Guidelines for DeSSA. By application to DOE only.	Gen Ed with supports, EL, SWD, 504, SWD/EL
WhisperPhone®	School provides a WhisperPhone®, which student may use to read the test to himself. Seating for students using this accommodation must be widely spaced apart so that reading does not disturb other students or in a separate setting.	Gen Ed with supports, EL, SWD, 504, SWD/EL
Level 3: Accommodations		
Embedded (available through student testing interface)		
American Sign Language Video (TIDE) [American Sign Language video]	ELA Listening and Math items are translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Listening items only. 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. The use of this accommodation may result in the student needing additional overall time to complete 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 clear presentation of the audio presentation in a listening test.	SWD, 504, SWD/EL
Braille	Braille materials can be entered into TIDE as contracted, uncontracted or Nemeth. (See Braille in Accommodations Non-Embedded)	SWD, 504, SWD/EL
Braille Transcript (ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA • EBAE contracted • EBAE uncontracted • UEB contracted • UEB uncontracted	SWD, 504, SWD/EL
Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	SWD, 504, SWD/EL
Emboss	Emboss allows the relevant portions of the test to be printed in a format in which a student who is using Braille is able to access the on-line content.	SWD, 504, SWD/EL
Emboss Request Type	Use with refreshable Braille. There are two types of settings for the Emboss Feature. Auto means that when a student reaches an item, it will automatically send a request to print the relevant information. Manual means that the student must request information to be printed	SWD, 504, SWD/EL

Level 3: Accommodations		
Embedded (available through student testing interface)		
Mouse Pointer (Size and Color)	This embedded support allows the mouse pointer to be set during registration to a larger size and also for the color to be changed and cannot be changed during administration. A test administrator sets the size and color of the Mouse Pointer prior to testing. 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. Ample opportunity to practice during daily instruction with the size and color needed to determine student preference. Mouse Pointer can be used with the Zoom universal tool. If students are using a magnification program, enlarged mouse pointer is built into magnification programs and may not be needed. **Mouse Pointer Options:** large black, ex-large black, large green, ex-large green, system default, large red, ex-large red, large white, ex-large white, large yellow, ex-large yellow.	SWD, 504, SWD/EL
Print on Request/Print on Demand	Paper copies of either passages/stimuli and/or items are printed for students. Student may request one or more test questions to be printed electronically from the online system for student to review on paper. **All printed test material must be shredded at end of test session. (TA must approve each print request.)** **Print Request Exception:** For a student who needs this feature and does not have an IEP/504 Plan; submit as a Unique Accommodation request to DOE Help Desk	SWD, 504, SWD/EL
Text-to-Speech (TTS) TIDE	Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **TTS for ELA passages for the CAT portion of the assessment can only be activated by DOE. See Accessibility Guide for more information about the criteria for a student to use TTS for ELA Passages for the CAT portion of the assessment.** TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred but there are some students for which TTS can be difficult for them to use or they are not familiar with it. 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. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. **See additional guidelines in Appendix B-2	TTS for ELA passages for the CAT portion is for only SWD, 504, SWD/EL
Text-to-Speech – Text + Graphics (PAN) Text-to-Speech – Text + Graphics video	Text of items and stimuli/passages (excluding simulations) and descriptions of graphics are read aloud to the student via embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. To request this accommodation, complete Appendix B-1 and submit via DOE Help Desk. **(Approval by DOE required)**	SWD, 504, SWD/EL
Level 3: Accommodations		
Non-Embedded (test administrator must provide)		
Abacus	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.	SWD, 504, SWD/EL
Alternate Response	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	SWD, 504, SWD/EL

	Level 3: Accommodations	
Non-Embedded (test administrator must provide)		
Arithmetic Table ***(grades 4-11)	(Using paper-based arithmetic tables See Appendix A-10) *** **Grade 3 student exception:** A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Permission must be submitted as a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Braille – Paper/Pencil	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Nemeth Code is available for Math. Codes available on paper/pencil: ELA • EBAE contracted • EBAE uncontracted • UEB uncontracted • UEB contracted Mathematics • EBAE uncontracted with Nemeth • EBAE contracted with Nemeth • UEB uncontracted with Nemeth • UEB contracted with Nemeth • UEB uncontracted with UEB math • UEB contracted with UEB math. Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in ART, or member's comparable platform. The use of this accommodation may result in the student needing additional time. Refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. 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. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Sci/SS– Braille version of Paper form – contracted Braille	SWD, 504, SWD/EL
Calculator – Handheld/ Adaptive	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	SWD, 504, SWD/EL
Human Interpreter - Visual Communication (DOE Approval Required)	An adult with the necessary qualifications provides translation/interpretation of the math test using cued speech or signed English to a student with disabilities (IEP or 504). See Appendix C-6 for the Protocol for Native Language/Visual communication Translator. Reading passages may not be translated through visual communication. This support must be approved by DOE. See Appendix A-4	SWD, 504, SWD/EL
Human Read Aloud Passages (DOE Approval Required)	This accommodation is appropriate for a very small number of Astudents. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. **Human Read aloud for ELA passages for the CAT portion of the assessment can only be activated by DOE. See Accessibility Guide for more information about the criteria for a student to use Human Read aloud for ELA Passages for the CAT portion of the assessment.** TTS and Human Read Aloud are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. **TTS is preferred** but there are some students for whom TTS can be difficult to use or for whom TTS is not familiar. Complete Appendix B-1. References: Appendix B-2 and Appendix A-7	Human Read Aloud for ELA passages for the CAT portion is for only SWD, 504, SWD/EL students.

Level 3: Accommodations

Non-Embedded (test administrator must provide)

Hundreds Table ***	A paper-based table listing numbers from 1 – 100 available from DeSSA for reference. Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. (grades 4-8 and 11) See Appendix C *** **Grade 3 student exception:** A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Permission must be submitted as a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Instructions and Items on Overhead Projector/White-board	Presenting instructions and test questions (including multiple-choice options) via an overhead projector and transparencies; or presenting instructions and test questions by projecting online test onto screen or wall, or using interactive whiteboard. (Transparencies must be shredded after testing is complete.) Not available for DeSSA mathematics.	SWD, 504, SWD/EL
Multiplication Table*** (grade 4-8 and 11) (DeSSA Math)	A paper-based single digit (1-9) multiplication table will be available from Smarter-Balanced for reference. See Appendix A-10 *** **Grade 3 student exception:** A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is documented in the student's IEP/504 plan. DOE approval is required. Permission must be submitted as a Unique Accommodation Help Desk Ticket.	SWD, 504, SWD/EL
Math Manipulatives (DeSSA Math only) **(Approval by DOE required)**	Available for students who are tactile learners or who have a documented need through an IEP or 504 Plan and uses manipulatives to solve math tasks during classroom instruction. Manipulatives should not have any markings such as marked fraction blocks. Possible suggestions include: straws, unifix cubes, counting bears, etc. Submit a Unique Accommodation Request using Appendix A-3. Information on the kind of manipulative must be provided to ensure the tools being used does not change the construct of the test or provide an unfair advantage to grade-level peers.	SWD, 504, SWD/EL
Paper/Pencil **(PAN)**	Students taking paper-based forms will need to have their work transcribed into an online form by the test administrator.	SWD, 504, SWD/EL
Physical Assistance from a Test Administrator	Using physical assistance from a test administrator, such as direct assistance with turning pages, recording answers for the paper-pencil test (**scribing**) or navigating in electronic format.	Gen Ed with Supports, SWD, 504, SWD/EL
Scribe – All items (including writing items on ELA PT) TIDE	**For ALL ELA Performance Task and full write, including on the SAT.** **For this type of scribe, students <u>may</u> have a scribe during writing items.** 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 DeSSA Test Administration Manual also..	SWD, 504, SWD/EL
Scribe - Injury **(Approval by DOE required)**	A student who has sustained an **injury** who needs to have a scribe and **does not** have a documented need or who have not used this support during the school year. This is a unique accommodation request. Complete Appendix A-3 and submit to the DOE Help Desk.	Gen Ed with supports EL, SWD, 504, SWD/EL

Level 3: Accommodations		
Non-Embedded (test administrator must provide)		
Speech-to-Text (STT)	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. 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 software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. **** **Speech to Text Software** The following links include support documents on how to provide word prediction and speech to text as accommodations on the DeSSA ELA and Math (Smarter Balanced Assessments).	SWD, 504, SWD/EL Gen Ed students with Supports
TA acts as ASL to English Dictionary	Test Administrator acts as an "ASL-to-English" dictionary for student, finger-spelling words for students, upon request, when responding to short answer questions. Test administrator must not sign in such a way as to "clue" or give away the answer to a question. Not for DeSSA mathematics.	SWD, 504, SWD/EL
Word Prediction	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. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with 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.	Documented Motor or Orthopedic Impairments, Severe Learning Disabilities