Appendix B-9: Appendix B-9: DeSSA-Alt Test Administrator Protocols

The following guidance was taken from the DLM Accessibility Manual.

Guiding Questions for Discussion and Selection of Appropriate Accessibility Supports
Some questions that teams may ask in the process of determining appropriate supports include the following:

- What are the student's learning strengths, and in which areas does the student need improvement?
- How are a student's knowledge and understanding of the Essential Elements impacted by the student's learning needs?
- Which instructional and assessment tasks are difficult or the student to do independently when working one-on-one in the classroom and/or when interacting in an online environment?
- Which current supports helps the student with these difficulties, when working one-on-one in the classroom and/or when interacting in an online environment? What kinds of instructional strategies (e.g., visual, tactile, auditory, combination) work best for the student?
- Which accessibility supports match these strategies and may help the student access the assessment?
- Which supports or materials does the student prefer?
- What were the results of routine assignments and classroom testing when accessibility supports were used or not used?
- Which accessibility supports will increase the student's access to the assessment by addressing their learning needs and reducing the effect of their disability?
- Which effective combinations of accessibility supports will help the student?
(Thompson, Morse, Sharpe, & Hall, 2005)

Supports: Allowed and Not Allowed

Allowed	Not Allowed
- white boards - traditional keyboards using word processing software - adapted keyboards that include all 26 letters of the alphabet - tablet computer keyboards using word processing software - alternate keyboard, on screen switch enabled keyboard - alternate pencils, including an alphabet flip charts - eye-gaze displays of letters - letter-by-letter dictation of any sort - word prediction software - pens, pencils, maker and crayons can be used for the writing product a student	- Whole word or sentence dictation - The student is not allowed to dictate whole words or sentences since the full criteria for the administration of the writing testlets is not met and cannot be used for that purpose - Speech-to-text software - Selection of pictures or words from a word bank. - Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This is forbidden because the meaning that an individual assigns to a picture or symbol depends on the individual's motivation, neurological and developmental status, sensory abilities, cognitive,

produces of the computer for the writing testlets. • Test administrators may also help students navigate across screens or enter student-selected responses.	communication and language skills, and world experience. (Mineo Mollica, 2003). Furthermore the ability to learn the meaning of pictures or symbols is directly related to an individual's understanding of the word associated with the picture or symbol. In other words, individuals who understand the meaning of the spoken word learn the associated picture or symbol rather easily while individuals who not understand the spoken word take much longer to learn the meaning of the picture or symbol (Romski & Sevcik, 1996, 2005). Given that students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, to have assurance each student's understanding of pictures and symbols introduced in the assessment will match the intended meaning is a guarantee that is not possible.

Common Accessibility Issues and Example Solutions

Accessibility Issue	Example Solutions
The student has difficulty interacting directly with the computer due to limited experience, motor skills and/or devices.	Navigation in Student Portal • The test administrator may navigate the screens for the student • After the student indicates their responses to the test administrator, the test administrator enters the responses on behalf of the students.
The student is blind and typically reads braille.	• Braille forms: For students who read braille proficiently enough to demonstrate what they know and understand about the Essential Elements, braille forms of the assessments are available. However, braille forms are available only at upper linkage levels and only for some Essential Elements. Braille forms for Science are only available during the spring assessment window. Instructions for how to access and prepare for administering testlets in braille are in the Educator Portal User Guide. • Alternate Form-Visual Impairment form: when a braille form is not available, an Altnernate Form-Visual Impairment form may be available. These forms are also only available for some Essential Elements at upper linkage levels. • Human Read Aloud: The test administrator may always read the testlet aloud to the student.

	• Familiar materials and tactile graphics: The test administrator may use familiar materials or create tactile graphics in place of images that appear on screen for a student. Familiar materials may be substituted for unfamiliar materials as long as the criteria of the item being tested continues to be met. • SHOW: When the educator directions in a testlet use words like SHOW, the test administrator presents the content of the testlet to the student using methods normally used during everyday instruction.
The student has a severe visual impairment and needs a larger presentation of content than the 5x magnification setting provides.	• Magnification: The test administrator may use an interactive whiteboard, projector, or any magnification device that works with the computer screen. • Familiar Texts: The TIP will provide information to the test administrator about familiar texts being referenced in the testlet. Teacher-administered reading testlets use texts that are familiar to students and that were used during assessment. Also, the test administrator may read the text aloud to the student.
The student is blind and does not communicate verbally OR The student is blind, does not read braille, and uses only a single-switch system to communicate. The student receives testlets with pictures or manipulatives. The TIP does not provide alternate text to describe the pictures or guidance on how the test administrator can deliver this assessment. The student does not use braille, so that support was not chosen as a PNP Profile setting.	• Human Read Aloud: The test administrator may use human read aloud to read the testlet aloud to the student. • Familiar materials and tactile graphics: Objects, tactile graphics, or tactile representations of pictures, or objects presented onscreen as a concrete representation may be used. Test administrators may use individualized tactile representations with their students as appropriate. Access the TIP for more information. • God to Alternate Text for Reading Testlets and Retrieve the Testlet Information Pages and Gather Materials in the Test Administration Manual for the human read-aloud guidelines.
The student uses sign language to communicate and has limited proficiency in reading text.	• Sign language: the test administrator may sign the text, spelling unfamiliar words and adapting and interpreting the language as needed. The test administrator may use signs that are familiar to the student.
The student uses low-tech (i.e., not computerized) eye gaze to communicate.	• Offline Response Options: the test administrator may present the response options online, in an alternate format for which the student is accustomed. The test administrator will then enter the student's selected responses in the testlet in Student Portal.

The student uses eye gaze or another means and can only indicate yes/no responses. OR The student always selects the same response option, e.g., the first or the last option when presented the response options. OR The student can be presented only two responses at a time.	Alternate Presentations of Response Options: 1. The test administrator may present the item and response options as follows: • First, read the item and response options that are presented onscreen. • Then, repeat the item and present response option 1, asking the student something like, "Do you want this option? Answer yes or no." • The student provides their response. • The process is repeated for response option 2. • The process is repeated for response option 3 until all response options have been presented to the student. • If the student has indicated yes to more than one response option, read the selected options again, following the above process until the student has selected only one response option. • If the student has not narrowed the selection to one response option, the test administrator may try another approach such as #2 in the example solutions below. 2. The test administrator may present two response options at a time until the student has eliminated all but one response option. • To maintain validity, present the response options in the same order they are presented in the onscreen testlet. • Present option 1 and response option 2, and then say something like this to the student, "Which of these options do you want to choose?" • Be patient to allow the student time to select a response. • Then, repeat the above process until all options have been presented. • When the responses have been narrowed to the final response, enter it in the testlet in Student Portal.
The student uses one or two more switches to access the computer but is not 100% consistent or accurate in their use.	Use of switches • The test administrator may use partner-assisted scanning to point to and/or read each response option. • The student indicates when the desired response option is presented. • Also, the test administrator may navigate from screen to screen and allow the student to use scanning to select the desired response option on each item screen.
The student uses graphic organizers, supports or other materials to complete academic work.	The test administrator may use the supports and materials that are familiar to the student. The student continues to interact with the content on the screen, but the test administrator may navigate and enter the student's responses into Student Portal. Access the TIP for each testlet for specific approved and unapproved materials.
The student has a physical disability that results in limited mobility. The	• A student with limited mobility may use their current mode of communication to direct the test administrator to select a

testlet requires the student to manipulate materials.	response option and/or manipulate materials on their behalf.
	• The test administrator also may use the strategy of partner-assisted scanning for testing. The test administrator may select this setting in the student's PNP Profile.
The student requires special technologies to complete the writing assessment	Writing testlets Students may use the writing technologies or materials they normally use in everyday instruction to complete their DLM writing testlets if the supports involve the use of all 26 letters of the alphabet to produce letters and words. Students may not use word banks, picture banks, or symbol or icon-based communication systems for the portion of the assessment that requires writing with the alphabet. Also, students may not use whole word or sentence dictation or speech-to-text software.

Practices Not Allowed in Administering Testlets

Practices Not Allowed
• Repeating the item after the student has selected a response. This action is considered prompting and may influence the student to choose a different response. • Using physical prompts or hand-over-hand guidance. • Reducing the number of response options or giving content hints. • Modifying the content of a performance task in a computer-delivered testlet to help the student arrive at the correct response. • Changing tone, inflection, or body language to cue the correct response when reading testlets to a student.