



POTENTIAL ACCESSIBILITY SUPPORTS FOR STUDENTS

Assessment is designed to determine what students know and can do independently. The validity of assessment results depends on each and every student having appropriate accessibility supports based on what is being measured by the assessment. Accessibility supports have the purpose of providing access to the assessment without compromising the assessment. Implemented appropriately, accessibility supports do not reduce learning expectations, nor do they give a student an unfair advantage over their classmates.

Examples of allowable accessibility supports follow.

Support	Descriptions
Students with visual support needs	
Visual Supports	<ul style="list-style-type: none"> • Audio Recordings: Teacher(s) record and share directions and assessment topics in auditorily-accessible formats • Human Reader: The parent/guardian reads the assessments to the student • Braille Versions of Assessment: Unlikely support, but should be used if available • Braille Responses • Abacus • Tactile/Embossed Graphics • Zoom or Magnification: A student may use any visual magnification device that does not compromise the security of the assessment. • Color Overlay
Students with auditory support needs	
Auditory Supports	<ul style="list-style-type: none"> • Auditory Amplification Devices • Hearing Aids • Noise Buffers • Record and Play-back: think-aloud or written responses. A student may record their response to the prompt into a recording device and play it back as they construct their written text. A student may also use a recording device to read and listen to their completed response for editing purposes. • Sign Language/Gestural Interpretation: student interacts with assessment content via a sign language interpreter (likely the parent/guardian, or the teacher in online contexts)

Support	Descriptions
Students with communication support needs	
Communication Supports	<ul style="list-style-type: none"> • Assistive Technology: Students may use any available assistive technology device that can support verbal or written communication (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology). • Speech-to-Text: Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands. • 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. • Computer word processor with spelling and grammar check enabled¹ • Electronic Spellchecker • Human Reader: Text is read aloud to the student; the student should be able to asking a reader to slow down or repeat text. • Human Scribe: Students dictate their responses to a human who records verbatim what they dictate. • Graphic Organizers: Students may re-create the content of a graphic organizer commonly used in their writing instruction on a blank piece of paper as long as it is done without coaching. • Spelling List: The list should be created before test administration begins. Once an assessment has begun, only the student may add additional words that the student looks up independently in the dictionary [Not allowable for Reading]. • List of Transitions/Transitional Phrases (The list must be created before test administration begins and must not include examples [i.e., as used in a sentence] or definitions [i.e., “These transitions show a contrast between ideas in your writing”].) • Dictionary (not typically used for reading) • Thesaurus • Synonyms (At the student’s request, the student may be provided a synonym for word the student does not know or recognize. For example, the word “rug” may be substituted for “carpet”; however, further description or interpretation of the tested concept should be avoided.) • Retells Reading Passage: Student retells reading passage in their own words before responding to questions or items. Listeners should remain neutral and and not provide feedback about which answers are correct or incorrect. • Vocalize Thinking: Student vocalizes their thought process out loud to themselves. Listeners should remain neutral and and not provide feedback about which answers are correct or incorrect. •

¹ Spell and grammar check may be used with the autocorrect feature turned on. Even though misspellings could be auto-corrected, there is no guarantee that the correct word will be chosen and students still need to come close enough to the correct spelling that the application knows what correction needs to be made. While the grammar check underlines grammatical errors, it does not suggest how to fix them or fix them automatically.

Support	Descriptions
Students with orthopedic support needs	
Orthopedic Supports	<ul style="list-style-type: none"> • Alternate Response Options: include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. • Human Scribe: Students dictate their responses to a human who records verbatim what they dictate. • Response Aids: adaptive pencils, key guards, and skins • Environmental Supports: optimal seating, special lighting, increased/decreased opportunity for movement, and/or position assistance. • Adaptive Equipment: A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices. Adaptive equipment/furniture.
Students with cognitive support needs	
Cognitive Supports (Attention/Processing)	<ul style="list-style-type: none"> • Flexible Scheduling: take breaks and chunk assessments into smaller periods of time to maintain student interest and focus • Transparent Sheets (A clear or tinted tool to protect test materials or to improve focus) • Masks/Markers (A tool to limit distractions) • Extended Time: Provide the student with additional time as needed; do not set time limits or pressure the student to work faster.
Supports for students with English language access support needs	
English Language Access Supports	<ul style="list-style-type: none"> • Oral Directions: may be provided with a written translation, including Braille. • Interpreter: may provide written translation of the writing or math prompt in a student's language of origin, including American Sign Language. Consistent with any administration, the prompt may be read aloud to the student in both English and the translated language.

Support	Descriptions
Universal supports for all students	
Tactile Manipulative Supports	<p>Manipulatives are available to help students think, but should not give away the answers.</p> <ul style="list-style-type: none"> • Algebra tiles • Balance, including “Hands-on-Math Algebra” balance • Base-ten blocks • Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten • Colored chips, including positive and negative chips • Color tiles • Cubes • Cuisenaire rods • Dice • Dominoes or checkers • Dot paper (square or hex) • Egg cartons of various sizes • Fraction strips or fraction pieces • Geoboard and rubber bands • Geometric shapes – 2D and 3D • Interlocking cubes • Legos • Marbles or colored cubes and containers • Measuring cups and spoons with marks and text • Pattern blocks • Patty paper (small square sheets) • Play money • Playing cards or numbered cards • Scissors • Spinners • Stopwatch • String • Tangrams • Tiles • Touch math cards • Transparent sheets, mirrors, MIRATM -- symmetry tools • 2-D nets
Response tools	<ul style="list-style-type: none"> • Transparent sheets (A clear or tinted tool to protect test materials or to improve focus) • Color overlay • Correction fluid or tape, e.g., “white out” • Scratch paper • Graph paper • Erasable whiteboards or chalkboards