Guidelines on Tools, Supports, and Accommodations for State Assessments 2020-2021
Revision Log

Changes to this document made after August 6, 2020 will be noted in the table below.

<table>
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<tr>
<th>Section</th>
<th>Page</th>
<th>Description of Revision</th>
<th>Revision Date</th>
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Structure of This Document

Overview

This document is divided into several parts. The following information provides a brief description of each section.

Revision Log — This section will be used to identify any changes made to this guide.

Introduction — This section introduces the document and the three-tiered conceptual model for accessibility that is the basis for the universal tools, designated supports, and accommodations.

Basic Principles for Selecting, Administering, and Evaluating Appropriate Accessibility Features — This section is an abridged version of a Council of Chief State School Officers (CCSSO) document outlining a 5-step process used in deciding which accessibility features meet the needs of students.

Section I Universal Tools — This section introduces the universal tools available on assessments to all students.

Section II Designated Supports — This section introduces the designated supports available on assessments to students for whom a need has been indicated by educators, or educators with parents/guardians and students.

Section III Accommodations — This section introduces the accommodations available on assessments for students receiving services documented in an Individualized Education Program (IEP) or 504 plan.

Appendices — This section provides a variety of supplemental information on implementation guidelines and clarifying details for the use of specific accessibility features.

Resources — This section provides the resources that have contributed to the tools, supports, and accommodations.
Acronyms

The first time that one of the following labels is used in this document, it will then be followed by use only of the acronym.

**AAM:** ELPA21 Accessibility and Accommodations Manual

**ASL:** American Sign Language

**AT:** Assistive Technology

**CAT:** Computer Adaptive Test

**DA:** District Administrator

**DAC:** District Assessment Coordinator

**ELA:** English Language Arts

**ELs:** English learners

**ELP:** English Language Proficiency

**ELPA21:** English Language Proficiency Assessment for the 21st Century

**ESSA:** Every Student Succeeds Act, 2015 re-authorization of the Elementary and Secondary Education Act

**GAAP Sign Guidance:** Guidelines for Accessible Assessment Project

**GTSA:** Guidelines on Tools, Supports, and Accommodations

**IDEA:** Individuals with Disabilities Education Act

**IEP:** Individualized Education Program

**LEA:** Local Education Agency

**OSPI:** Office of Superintendent of Public Instruction

**PT:** Performance Task

**RCW:** Revised Code of Washington

**SBA:** Smarter Balanced Assessment

**SC:** School Test Coordinator

**TA:** Test Administrators

**TAM:** Test Administration Manual

**TDS:** Test Delivery System

**TIDE:** Test Information Distribution Engine

**UAAG:** Smarter Balanced Usability, Accessibility, and Accommodations Guidelines

**UDL:** Universal Design for Learning

**WA-AIM:** Washington Access to Instruction and Measurement

**WAC:** Washington Administrative Code

**WCAP:** Washington Comprehensive Assessment Program

**WCAS:** Washington Comprehensive Assessment of Science
Introduction

Purpose of the 2020-21 Guidelines

The Guidelines on Tools, Supports, and Accommodations (GTSA) document identifies the accessibility features available to students during state testing, consistent with students’ use in classroom instructional settings. The focus is first on supporting a student’s initial learning then subsequent demonstration of acquired skills and knowledge through testing. Some accessibility features applicable in classroom instructional settings will not be permissible for the testing environment due to identified violations of the content constructs being assessed.

When thinking about state and district testing, educators must keep in mind federal and state legislation requires all students to participate. The Individuals with Disabilities Education Act of 2004 (IDEA 2004), the Every Student Succeeds Act (ESSA) of 2015, and Washington’s Education Reform Act of 1993 require the participation of all students in the state-level assessment program.

When determining the appropriate accessibility for a student, it is important to focus on the specific student’s learning needs and the content constructs to be measured. This will require that the educators involved with making accessibility decisions have a deeper understanding of the learning standards and the assessment design. The goal in designing appropriate accessibility for a student in everyday classroom interaction is to reach the student where the student is, in order to advance learning. At the point of testing a student, the goal is to improve interaction with the assessment, and increase opportunities for students to demonstrate skills and knowledge with the content. The accessibility features in these Guidelines are permitted for state assessments. Any exceptions must be addressed with OSPI through the Non-Standard Accommodation and Designated Support Request process found in Appendix D.

Intended Audience and Recommended Use

These Guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to make decisions about accessibility consistent with the needs of the student and in keeping with the intent of the assessment’s measurement constructs. The Guidelines should be viewed as supplemental information, used in support of local decision-making processes, to determine a student’s accessibility needs specific to daily classroom interactions, as well as unique testing situations with the intent to retain the greatest continuity across both classroom instruction and testing.

These Guidelines are also intended for assessment staff and administrators who oversee test administration and accessibility decisions with the variety of computer-based applications and systems that support state and district testing.

These Guidelines apply to all students, even though many students may not need accessibility supports in order to access the assessments. The emphasis is on the individualized nature of instruction and assessment for students who have diverse needs. However, there are distinctions between what accessibility decisions are permissible during instruction and what are permissible during testing. This document focuses on accessibility needs of students during the learning and assessing of English language arts (ELA), math, and science, as well as for students participating in the state’s English language proficiency assessment.

Professional development materials that support the use of these Guidelines are available through the WCAP portal. The tenets of these Guidelines are also supported by guidance within the Test Administration Manual (TAM).
Recognizing Access Needs in All Students

All students (including students eligible to receive special education or 504 services, English learners, and English learners eligible to receive special education or 504 services) are to be held to the same learning expectations for instruction and assessment. What may not be the same is the accessibility needs of each student. This is the premise behind the Guidelines and other materials aimed to aid school and district level educators in support of student learning.

Figure 1 and Figure 2 respectively, on the following pages, represent the conceptual models for Smarter Balanced and ELPA21’s accessibility frameworks (to the extent possible Washington applies the Smarter Balanced framework to the state science assessment, the Washington Comprehensive Assessment of Science (WCAS)). Washington’s Guidelines incorporate the underlying premises of these models, while attempting to make student need the focus of decision-making, rather than the identified features. Both figures describe the allowed accessibility features for the respective assessments. Each framework portrays the additive and sequentially inclusive nature of these three aspects.

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations.

Designated supports are available to any student within the boundaries set by these Guidelines. The use of the designated supports is made at the individual student level. The guidance is that the decision should be made by adults who have knowledge of possible student needs, working with the parents and/or students, to make an explicit decision for use by the student of the indicated accessibility. Part of this process should include the adult(s) and the student trying out the accessibility feature being considered using the practice and training tests available in the applicable content area. Students using designated supports may also use the universal tools and accommodations, if applicable.

Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504 plan). Students using accommodations may also use the universal tools and designated supports, if applicable. Some designated supports may also be an accommodation, depending on the content construct (see, for example, scribe). This approach is consistent between Smarter Balanced and ELPA21 and is consistent with the efforts to attain validity in assessment results through greater access.
Conceptual Model of Smarter Balanced and WCAS

As shown in Figure 1: Conceptual Model of Smarter Balanced ELA and Math, and WCAS for each category of identified accessibility – universal tools, designated supports, and accommodations – there exist embedded and non-embedded features:

**Embedded** features are provided as a digitally delivered component of the Test Delivery System (TDS).

**Non-embedded** features are provided outside of TDS and can support computer-based and/or paper-based testing. Most of the features below are common across all state assessments.

*Figure 1: Conceptual Model of Smarter Balanced ELA and Math, and WCAS*

**Universal Tools**

- **Embedded**
  - breaks, calculator, digital notepad, English dictionary, English glossary, expandable items and passages, global notes, highlighter, keyboard navigation, line reader, mark for review, periodic table, spell check, strikethrough, thesaurus, zoom
  - student level, zoom test level

- **Non-embedded**
  - breaks, English dictionary, periodic table, scratch and/or graph paper, technological assistance with test navigation, thesaurus

**Designated Supports**

- **Embedded**
  - color contrast, hybrid masking tool, illustration glossaries, masking, mouse pointer, stacked Spanish translations test, streamline, text-to-speech (student responses), text-to-speech (test content), translated test directions, translated glossaries, zoom test level with streamline

- **Non-embedded**
  - amplification, bilingual dictionary, color contrast, color overlays, illustration glossary, magnification device, medical supports, noise buffers, read aloud in English, read aloud in Spanish, read aloud student, scribe, separate setting, simplified test directions, translated test directions

**Accommodations**

- **Embedded**
  - American Sign Language, braille, closed captioning, print on demand, speech-to-text, text-to-speech (test content)

- **Non-embedded**
  - 100s number table, abacus, alternate response options, American Sign Language, braille test booklet, calculator, large print test booklet, multiplication table, read-aloud in English, scribe, Spanish test booklet, speech-to-text, standard print test booklet, translations glossaries (paper tests), word prediction
Likewise for ELPA21, Figure 2: Conceptual Model of ELPA21 shows for each category of accessibility—universal tools, designated supports, and accommodations – there also exist embedded and non-embedded features:

**Embedded** features are provided as a digitally delivered component of the Test Delivery System (TDS).

**Non-embedded** features are provided outside of TDS and can support computer-based and/or paper-based testing. Most of the features below are common across the various state assessments.

For more information, visit the ELPA21 site at: www.elpa21.org.
Washington Access to Instruction and Measurement (WA-AIM)

The WA-AIM is the alternate ELA, math, and science assessment for students with significant cognitive disabilities. The WA-AIM was developed to allow the most flexibility to teachers in administering items that meet each student’s unique learning and communication style. Test Administrators should refer to each Performance Task for allowable accommodations and test administration procedures.

WIDA Alternate ACCESS

The WIDA Alternate ACCESS for ELLs™ (Alt-ACCESS) is administered to students dually identified as English learners with the most significant cognitive disabilities.

Appendix C is the accommodations selection form specific to the Alt-ACCESS administration that Test Administrators are expected to complete, as applicable, for each individual student’s testing situation.

Administrative procedures of Alternate ACCESS for ELLs incorporate the following accommodations; therefore, they do not need to be recorded in WIDA AMS or on the student test booklet.

- EM Extended testing of a test domain over multiple days
- ES Extended Speaking test response time
- ET Extended testing time within the school day
- HI Human Reader for Items
- HR Human Reader for Response options
- RI Human Reader for Repeat of Paper-Based Test Items
- RR Human Reader for Repeat of Response Options one time

As a paper format, the Alt-ACCESS is, through presentation, an accommodated form. The Alt-ACCESS Test Administration Manual provides information about possible customizing of procedures to aid administration with specific students.
# Accessibility Features Available to Students

Table 1. Accessibility Features Available to Students

<table>
<thead>
<tr>
<th>Universal Tools Embedded</th>
<th>SBA Math</th>
<th>SBA ELA</th>
<th>WCAS Science</th>
<th>ELPA21</th>
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<td></td>
<td></td>
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<td>Breaks</td>
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<td>Calculator (online only)</td>
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<td>Digital notepad</td>
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<tr>
<td>English dictionary</td>
<td></td>
<td></td>
<td>Full write only</td>
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<tr>
<td>English glossary</td>
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<th>SBA ELA</th>
<th>WCAS Science</th>
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<td>Braille test booklet</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Calculator</td>
<td>Grades 6-8, and HS</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Familiar listener</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Large print test booklet</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Multiplication table</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Read aloud in English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAT passages, stimuli, items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribe</td>
<td></td>
<td></td>
<td>Full write only</td>
<td>Writing domain only</td>
</tr>
<tr>
<td>Spanish test booklet</td>
<td>Stacked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech-to-text</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Standard print test booklet</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Translations glossaries (paper tests)</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Word prediction</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
## Materials Available by Assessment

### Table 2. Materials Available by Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Embedded Tools</th>
<th>Non-embedded Supports</th>
<th>Embedded Designated Supports</th>
<th>Non-embedded Designated Supports</th>
<th>Embedded Accommodations</th>
<th>Non-embedded Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Mathematics</td>
<td>Breaks, Calculator, Digital notepad, English glossary, Expandable items and passages, Highlighter, Keyboard navigation, Line reader, Mark for review, Strikethrough, Zoom</td>
<td>Breaks, Graph paper, Scratch paper</td>
<td>Color contrast, Hybrid masking tool, Illustration glossaries, Masking, Mouse pointer, Stacked Spanish translations, Text-to-speech (student responses), Text-to-speech (test content), Translated test directions, Translations glossaries, Zoom w/streamline</td>
<td>Amplification, Color contrast, Color overlays, Illustration glossaries, Magnification device, Medical supports, Noise buffers, Read aloud English, Read aloud Spanish, Read aloud student, Scribe, Separate setting, Simplified test directions, Translated test directions</td>
<td>American Sign Language (ASL), Braille, Print on demand, Speech-to-text</td>
<td>100’s number table, Abacus, Alternate response options, Braille test booklet, Calculator, Large print test booklet, Multiplication table, Spanish test booklet, Speech-to-text, Standard print test booklet, Translations glossaries (paper test), Word prediction</td>
</tr>
<tr>
<td>Smarter Balanced English Language Arts</td>
<td>Breaks, Digital notepad, English dictionary, English glossary, Expandable items and passages, Global notes, Highlighter, Keyboard navigation, Line reader, Mark for review, Spell check, Strikethrough, Thesaurus, Zoom</td>
<td>Breaks, English dictionary, Scratch paper, Thesaurus</td>
<td>Color contrast, Hybrid masking tool, Masking, Mouse pointer, Stacked Spanish translations, Text-to-speech (student responses), Text-to-speech (test content), Zoom w/streamline</td>
<td>Amplification, Bilingual dictionary, Color contrast, Color overlays, Magnification, Medical supports, Noise buffers, Read aloud English, Read aloud Spanish, Read aloud student, Scribe, Separate setting, Simplified test directions, Translated test directions</td>
<td>American Sign Language (ASL), Braille, Braille transcribe, Print on demand, Speech-to-text, Text-to-speech</td>
<td>Alternate response options, Braille test booklet, Large print test booklet, Read aloud English, Scribe, Speech-to-text, Standard print test booklet, Word prediction</td>
</tr>
<tr>
<td>Washington Comprehensive Assessment of Science</td>
<td>Breaks, Calculator, Digital notepad, English glossary, Expandable items and passages, Highlighter, Keyboard navigation, Line reader, Mark for review, Periodic table, Strikethrough, Zoom</td>
<td>Breaks, Graph paper, Periodic table, Scratch paper, Technological assistance with navigation</td>
<td>Color contrast, Hybrid masking tool, Masking, Mouse pointer, Stacked Spanish translations, Test Streamlined interface mode, Text-to-speech (student responses), Text-to-speech (test content), Translated test directions, Translations glossaries, Zoom w/streamline</td>
<td>Amplification, Color contrast, Color overlays, Magnification, Medical supports, Noise buffers, Read aloud English, Read aloud Spanish, Read aloud student, Scribe, Separate setting, Simplified test directions, Translated test directions</td>
<td>Print on demand, Speech-to-text</td>
<td>Abacus, Alternate response options, American Sign Language, Braille test booklet, Calculator, Large print test booklet, Spanish paper test booklet, Speech-to-text, Standard print test booklet, Translations glossaries (paper test), Word prediction</td>
</tr>
<tr>
<td>WA-AIM</td>
<td>Audio support, Breaks, Digital notepad, Expandable items and passages, Highlighter, Keyboard navigation, Mark for review, Strikethrough, Writing tools, Zoom</td>
<td>Amplification, Breaks, Scratch paper, Technological assistance with navigation</td>
<td>Color contrast, Hybrid masking tool, Line reader, Masking, Mouse pointer, Print on demand, Test level zoom</td>
<td>Color overlays, Magnification, Medical supports, Noise buffers, Read aloud English, Read aloud Spanish, Read aloud student, Scribe, Separate setting, Translated test directions</td>
<td>Domain exemptions</td>
<td>Assistive technology, Braille test booklet, Familiar listener, Large print test booklet, Scribe, Speech-to-text, Standard print test booklet</td>
</tr>
<tr>
<td>English Language Proficiency Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIDA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paper pencil test*</td>
</tr>
</tbody>
</table>

*See test specific Test Administration Manuals for additional information.
Basic Principles for Selecting, Administering, and Evaluating Appropriate Accessibility Features

The CCSSO Accessibility Manual outlines a 5-step process for determining the accessibility needs of a student for both instruction — the area of greatest time commitment in a student’s education — and assessment. The following pages include information from the CCSSO guidance document highlighted the emphasis on the recurring nature of accessibility decision-making in support of students.

School teams must carefully consider the selection, administration, and evaluation of accommodations for students with special needs. To assist in that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams selecting accommodations for students with special needs.

The five essential steps are depicted in the graphic below:

1. Expect students to participate in grade-level assessments and achieve grade-level academic content standards.
2. Learn about accommodations and resources for instruction and assessment.
3. Select accommodations and resources for instruction and assessment as needed for individual students.
4. Ensure that access is provided to accommodations and resources during instruction and assessment.
5. Evaluate and improve accommodation use for both instruction and assessment.

Framing the accessibility decision-making process as a circle reflects both the annual evaluation for all enrolled students, but also the iterative review of the individual student each year. The decision-making process is not just an annual administrative task, but an opportunity to reflect on possible changing needs of unique student situations.¹

All Students Participate in Grade-Level Assessments and Achieve Grade-Level Academic Standards

The achievement of students with special needs is heavily influenced by the expectations of educators and parents. To support students in their long-term goals for success in adult life, including educational and employment goals, the school team must hold the expectation that every student will be taught and assessed based on grade-level standards, with the provision of additional supports, as needed.

With the focus of legislation on accountability and the meaningful inclusion of all students comes the need to ensure equitable access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure students’ progress toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. The correct accessibility during instruction and assessment promotes stronger interaction with grade-level content. To accomplish the goal of greater access:

- Every team member must know and understand the Washington K–12 Learning Standards.
- Every team member must be familiar with Washington’s Accountability Framework and how the test results – not the students – contribute to the picture of achievement and challenge for a school, a district, and the state.
- Educators must collaborate in order to maximize equitable access to grade-level content standards for all students.

All students, with the right accessibility, can interact with grade-level academic content standards, with most students able to demonstrate growth in achievement on grade-level standards, when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by the Washington K–12 Learning Standards and who know how to differentiate instruction for diverse learners.
2. Instructional plans are carefully designed to ensure all students have access to grade-level standards, with applicable services and supports, as needed.
3. Appropriate accessibility decisions, services, and supports are provided to help students’ engage with grade level content.

The impact that high expectations can have on student success is expressed in federal and state laws requiring schools to include students with special needs in grade-level instruction and to assess the academic achievement of these students. While implementation of these laws might appear to vary for unique student situations, the core principles remain: public education is available to all students, schools must provide quality instruction to all students, and schools are accountable to demonstrate achievement and improvement for all students.

Learning About Accessibility for Use in Instruction and Assessment

Accessibility is attention to the use of practices, procedures, and, where applicable to specific student need, technology features that provide equitable engagement during instruction and assessment that do not alter the validity, score interpretation, reliability, or security of the assessment.

Accessibility is intended to reduce or even eliminate the effects of barriers to learning; accessibility features do not reduce learning expectations, but rather increase engagement. The accessibility features provided to a student should reflect the support a student needs, in both instruction and testing, though it may not be delivered in the same manner. It is critical to note that although some accessibility features may be appropriate for instructional use, all features may not be appropriate for use on a standardized assessment.

Accessibility should fit a design of support for the whole of the instructional and assessment year. Classroom teachers should have students take advantage of various, yet appropriate accessibility features, other computer-based training, and tutorials during instruction to increase learning and familiarize each student with how specific accessibility features will function during assessments. Team members will want to familiarize themselves with the principles of Universal Design for Learning (UDL), which will assist them in ensuring that instruction is accessible.²

In the area of accessibility, research indicates that more is not necessarily better, and that providing students with accessibility supports that are not needed may have a negative impact on performance. The most appropriate approach to accessibility is to focus on each students’ identified needs within the general education curriculum (e.g., grade-level learning standards). Typically, use of specific accessibility features does not begin and end in school.

Students who use specific accessibility features will generally also need them at home, in the community, and, as they get older, in post-secondary education, and at work. Accessibility features used for instruction and assessment are integrally intertwined. In contrast, students who are provided with unique accessibility features only during assessment and not during instruction generally perform at a lesser standard than students being assessed without those features.

Additionally, advances in assistive technologies are changing the ways in which accessibility features are provided. Some features with limited student applicability in the past are now available to all students. As states move to providing assessments on computer-based platforms, IEP teams and other decision-makers must take care to ensure that students have opportunities to become familiar with the technological aspects of any accessibility support process. It is paramount for educators to provide opportunities for all students to use technology during learning and classroom formative assessment activities, as well as access to the practice and training tests using the same platform as annual testing.

**Identify Accessibility During Instruction and Assessment**

**Accessibility Decision-Making and Available Resources During Instruction**

**Accessibility features should not be used for the first-time during assessments.** Research shows that students having access to applicable accessibility features during instructional periods will increase learning and performance.

Students should have an opportunity to use technology that is the same as, or similar to, the technology used on the assessment.

IEP and 504 teams should keep in mind that a universal tool needed by a student to access classroom instruction or the state assessment may need to be documented in the IEP. The fact that the state assessment makes universal tools available for all students does not define whether such tools are supplementary aids, services, and other supports; a special consideration; or an accommodation for purposes of classroom instruction. For students with IEPs, there are three areas in which universal tools may be addressed:

**Consideration of Special Factors:** This is where communication and assistive technology supports are considered ([WAC 392-172A-02110](https://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and-assessment-of-all-students)).

**Supplementary Aids and Services:** This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate” ([WAC 392-172A-01185](https://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and-assessment-of-all-students)).

**Participation in Assessments:** This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments ([WAC 392-172A-03090(f)](https://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and-assessment-of-all-students)).

**Accessibility Decision-Making and Available Resources During Assessment Planning for Test Day**

Once decisions have been made about providing accessibility features that meet individual student needs during testing, the logistics of providing the actual feature or resource during state assessments must be worked out. Some features may need coordinating with assistance from OSPI staff or the testing vendor. It is not uncommon for members of the team to be given the responsibility for arranging, coordinating, and providing assessment accessibility supports for the students who need them.³

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It is essential for all team members to know and understand the requirements and consequences of state assessments, including the use of specific accessibility features. It is important to monitor the provision of accessibility features and resources during testing to ensure that accessibility features are delivered appropriately, and that technology is working as it should.

Prior to the day of a test, be certain the Test Administrators (TAs) know which accessibility features each student will be using and how to administer them properly. Staff members administering accessibility features during testing must adhere to these Guidelines so that student scores accurately reflect what students know and are able to do.

Administering Assessments, Accessibility Features, and Resources

It is required that Test Administrators and others involved in assessments must:

• Provide for and document all reasonable and allowable accessibility features for the administration of the assessment to students with special needs.
• Ensure that appropriate accessibility features are identified for each student in TIDE prior to testing.
• Understand the procedures needed to administer the assessment prior to administration.
• Administer assessments according to the prescribed procedures and conditions outlined in the Test Administration Manual (TAM) and immediately report any incidents that occur.
• Take appropriate security precautions before, during, and after the administration of the assessment.
• Avoid any conditions in the conduct of the assessment that might invalidate the results.
• Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual knowledge, skills, or abilities.
• Adhere to state and local laws, policies, and practices to assure test security and the standardized and ethical administration of assessments. All staff members involved in test administration must adhere to these policies. Failure to adhere to these practices may constitute an ethics violation, test incident, or a breach of test security, and must be reported and investigated according to state and district testing policies.

Evaluating and Improving Accessibility Features and Resource Use

Accessibility features must be selected on the basis of the individual student’s needs and must be used consistently for instruction and assessment. Data on the use and impact of accessibility features during assessments may reveal questionable patterns of accessibility features use, as well as appropriate use. Examination of the data may indicate areas in which students, special needs teams, and TAs need additional training and support.

Observations conducted during test administration, and talking with TAs and students after testing sessions, may yield data that can be used to analyze accessibility feature use information at the student, school, or district level. An accessibility features use information can be analyzed in different ways. For more information on the 5-Step Accessibility Decision-Making Framework visit: https://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and-assessment-of-all-students.

Accessibility features are intended to mitigate the effects of a student’s disability or lack of English language proficiency in the context of assessment. Accessibility features do not reduce the assessment expectations for the student. Accessibility features must be carefully chosen to ensure they offer the correct support for the student. When appropriate, it is important to provide the selected accessibility features in everyday instruction and classroom assessment opportunities. Accessibility features should not be used for the first-time during state assessments.4

Modifying the Criteria Being Tested

Assessment accessibility should not modify the items being assessed, as this may invalidate the test results. For example, if the assessment’s objective is to see if a student is able to decode symbols with the intention of deriving meaning from words (the process of reading text), then providing a human reader would change the skill being tested. On the other hand, providing a read aloud accommodation to a student testing for math computation skills would not compromise the assessment of skills being tested and would, therefore, be acceptable.

Evaluating and Improving the Use of Accessibility Features

Collecting and analyzing data on the use and effectiveness of accessibility features ensures meaningful participation of students in state assessments. Analysis of the data by district and building administrators may indicate areas in which educators may need additional training and support.

In addition, teachers can use the data to make instructional changes at the student level. The data may support the continued use of some accessibility features for a student or require the rethinking of others. It is critical to stress that evaluation is not the responsibility of just one individual. Various educators should contribute to the information-gathering and decision-making processes.

Below are some guiding questions administrators and teachers can consider to evaluate and improve the use of accessibility features:

Questions for Administrators:

1. Are students with disabilities or English learners receiving accessibility features as per their IEP or 504 plan? How is this information collected for planning prior to assessment administration?
2. Are plans in place to ensure that staff are prepared to correctly provide accessibility features during state assessments? For example, prior to test day, training should be provided to school district staff who provide an oral read aloud administration.
3. How well do students who receive accessibility features perform on state and local assessments?
4. If students are not meeting the expected level of performance, is it because they did not have access to the necessary instruction, did not receive necessary access, and/or received features that were ineffective?

Questions for Teachers:

1. What accessibility features are used by the student during instruction and assessments?
2. What difficulties are encountered in the use of accessibility features?
3. What are the perceptions of teachers and others about how a particular accessibility feature appears to be working?
4. What is the student’s perception of how well the accessibility feature(s) worked?
5. What are the results of classroom assessments when accessibility features are used versus when not used? If a student did not meet the expected level of performance, is it because the student did not have access to the necessary instruction, did not receive appropriate accessibility feature, and/or received features that were ineffective?\(^5\)

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Planning for Tools, Supports, Accommodations, and Coordinating Testing Logistics

Once accessibility decisions have been made by the appropriate decision-making teams (i.e., IEP, 504 plan, EL), the logistics of providing accessibility features during state assessments must be mapped out. For accommodations, it is not uncommon for special education and EL teachers or related services personnel to be given the responsibility of arranging for, coordinating, and providing assessment accessibility features for students prior to and during assessments. It is essential that all individuals providing support know and understand the requirements of the assessments, including the appropriate use of accessibility features. It is also important to engage these individuals in planning for the logistics of assessment accessibility, both prior to and on the testing day. Each district is advised to have a Test Security and Building Plan that include methods for ensuring that each student designated to receive accessibility features has the necessary access to each feature during testing. The District Assessment Coordinator (DAC), District Administrators (DAs), School Test Coordinators (SCs), and Test Administrators (TAs) should know which specific accessibility features must be provided to individual students in advance of the first testing day. In addition, DCs, SCs and TAs must all be trained in proper administration of accessibility supports. For example, DC, DAs, SCs, and TAs need to know if a student will be allowed extra time to complete the assessment, when the testing time will end, as well as the plan for how the student will continue working, if additional time is needed. Staff administering accessibility features, like read aloud or scribing/transcribing of student responses, must know and follow the guidance outlined in the Read Aloud Guidelines for Washington State Assessments and the Scribing and Transcribing Protocol for Washington State Assessments to ensure that student scores accurately reflect what students know and are able to do. Each building is likely to need separate settings for the administration of some accessibility features, which may also include a plan for additional time.6

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OSPI recognizes that there may be naming differences between the tools, supports, and accommodations provided to students in daily instruction and those that are available for state assessments. The crosswalk below was created to assist teachers in linking typical everyday classroom supports to the names of those supports available in TIDE.

### Table 3. IEP/TIDE Crosswalk

<table>
<thead>
<tr>
<th>Presentation Accommodations</th>
<th>Possible Aligned Supports Listed in TIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise buffers; FM system; White noise machine</td>
<td>Amplification</td>
</tr>
<tr>
<td>ASL; Live signing; ASL interpreter; Sign language</td>
<td>American Sign Language; ASL</td>
</tr>
<tr>
<td>Present information in alternate formats; Present information visually</td>
<td>Audio transcriptions; Closed captioning</td>
</tr>
<tr>
<td>Paper test; Printed materials</td>
<td>Braille; Braille paper test booklet; Large print test booklet; Standard print test booklet; Print on demand</td>
</tr>
<tr>
<td>Color overlays; High contrast materials; Inverted colors</td>
<td>Color contrast; Color overlays</td>
</tr>
<tr>
<td>Magnification; Enlarged print; Enlarged monitor; Increased/decreased font, graphics, or navigation tools; Low vision devices</td>
<td>Magnification; Zoom; Mouse pointer</td>
</tr>
<tr>
<td>Line tracker; Mask</td>
<td>Masking; Line reader</td>
</tr>
<tr>
<td>Is a setting that allows use of an assistive technology device; May see specific software/programs listed, ex. Franklin Speller.</td>
<td>Permissive mode</td>
</tr>
<tr>
<td>Simplified format; Simplified materials</td>
<td>Streamline</td>
</tr>
<tr>
<td>Repeat and clarify directions; Modify/model directions; Rephrase directions; Give short, concise directions; Give extra time to process information; Repeat directions in more than one way</td>
<td>Simplified test directions</td>
</tr>
<tr>
<td>Read aloud; Audio; Human reader; Auditory presentation of information</td>
<td>Text-to-speech; Read aloud</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Translation Accommodations</th>
<th>Possible Aligned Supports Listed in TIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human translator; Translation; Presentation in student’s native language; native language supports</td>
<td>Bilingual dictionary; Read aloud in Spanish; Stacked Spanish translations; Translated test directions; Translation glossaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Accommodations</th>
<th>Possible Aligned Supports Listed in TIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math tools; Manipulatives; Visual math supports</td>
<td>100s number table; Abacus; Calculator; Multiplication table</td>
</tr>
<tr>
<td>Assistance with technology</td>
<td>Keyboard navigation</td>
</tr>
<tr>
<td>Adapted keyboards; Large keyboard; Sticky keys; FilterKeys; Adapted mouse; Touch screen; Headwand; Switches</td>
<td>Alternate response options</td>
</tr>
<tr>
<td>Pop-up glossaries; Picture glossary</td>
<td>English glossary, Illustration glossaries</td>
</tr>
<tr>
<td>Dictation; Transcription; Software specific speech-to-text</td>
<td>Speech-to-text; Scribe</td>
</tr>
<tr>
<td>Spelling; grammar check</td>
<td>Spell check</td>
</tr>
<tr>
<td>May see specific software/programs listed</td>
<td>Word prediction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting Accommodations</th>
<th>Supports Listed in TIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce environmental distractions;</td>
<td>Noise Buffers</td>
</tr>
<tr>
<td>Test in familiar environment; 1:1 setting; Small group; Preferential seating; Reduce environmental distractions; Test in a separate setting</td>
<td>Separate setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Supports Listed in TIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow breaks during testing</td>
<td>Breaks</td>
</tr>
<tr>
<td>Student will not take (listening, reading, writing, speaking) portion of the ELPA21 test.</td>
<td>Domain exemptions</td>
</tr>
<tr>
<td>Allow student cell phone to monitor medical issue; requires medical monitoring device.</td>
<td>Medical device</td>
</tr>
</tbody>
</table>
What’s New for 2020-21

Expandable items and passages are now available for all tests.

Speech-to-text is now an embedded accommodation available for ELA, math, and science.

Text-to-speech (student responses) is a new feature available for ELA, math, science. A student’s response can be read aloud to the student via embedded text-to-speech technology.

Hybrid Masking Tool is a new support available for all tests that combines the masking and line reader supports. It assists the student in reading by showing a single line of text in a stimulus or question, while masking the rest of the content on the screen.

Familiar listener is now an available accommodation for the ELPA21 assessments. A student’s speech is transcribed by an educator familiar with the student’s speech and that document is sent to the scoring vendor(s) to be re-scored based on the written transcript.

The multiplication table and 100’s number table are available as an accommodation for all grades, instead of grades 4-HS.
Section I: Universal Tools

What are Universal Tools?

Universal tools are available to all students based on student preference and selection. Universal tools yield valid scores that count as participation in assessments that meet the requirements of Every Student Succeeds Act when used in a manner consistent with these Guidelines. The use of universal tools may result in the student needing additional time overall to complete the assessment. The nature of particular universal tools may also result in the student needing a separate setting.

Universal tools are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

Table 4: Embedded Universal Tools lists the tools available within TDS for students taking computer-based tests. The table includes a description of each available tool, the content area for which each tool is available, directions for tool access, and resources that support student familiarity in everyday instruction.

Table 4. Embedded Universal Tools

<table>
<thead>
<tr>
<th>Embedded Universal Tools</th>
<th>Content</th>
<th>Description</th>
<th>Tool Access</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplification</td>
<td>ELPA21</td>
<td>The student raises or lowers the audio volume as needed.</td>
<td>Available to student based on preference.</td>
<td>Students can become familiar with this type of feature by accessing a Practice Test.</td>
</tr>
<tr>
<td>Audio support</td>
<td>ELPA21</td>
<td>The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in the drag-and-drop text and the text in a word bank, audio support is available for the following: Speaking—most tasks have audio support for most components; Listening—all tasks have audio support for all components. Writing—all tasks have audio support for all components except for inline editing tasks; and; Reading— no audio support is available except for read-along tasks and for all Kindergarten tasks and items.</td>
<td>Appears automatically for tasks that have audio support.</td>
<td>Students can become familiar with this type of feature by accessing the Practice Test.</td>
</tr>
<tr>
<td>Breaks</td>
<td>ELA, Math, Science, ELPA21</td>
<td>The number of items per session can be flexibly defined based on the student’s need. There is no limit on the number of breaks that a student might be given. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student in ELA, math, and science. Refer to the pause rules in the applicable Test Administration Manual (TAM) for additional information.</td>
<td>Available to student with TA permission.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test.</td>
</tr>
<tr>
<td>Embedded Universal Tools</td>
<td>Content</td>
<td>Description</td>
<td>Tool Access</td>
<td>Resources</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Calculator</td>
<td>Math Science</td>
<td>For calculator-allowed items in math grades 6–8 and HS, and available for all items in science grades 5, 8, and 11. An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator tool button.</td>
<td>Appears automatically within TDS toolbar when calculator permitted items appear. Cannot be turned off in TIDE.</td>
<td>When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), refer to Table 6, Calculator Accommodation. Video Clip: Calculator Grade 6-8, Calculator High School</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>ELA Math Science ELPA21</td>
<td>This tool is used for making notes about an item. The digital notepad is item-specific and is available throughout 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.</td>
<td>Available to student in the item context menu. This tool can be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Digital Notepad</td>
</tr>
<tr>
<td>English dictionary</td>
<td>ELA</td>
<td>For full write only. 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.</td>
<td>Appears automatically within TDS toolbar when dictionary permitted items appear. This tool cannot be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing the ELA Practice Test. Video Clip: English Dictionary</td>
</tr>
<tr>
<td>English glossary</td>
<td>ELA Math Science</td>
<td>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 English glossary by clicking on any of the pre-selected terms. If a student hovers over a term, the term with the attached glossary is highlighted. A student can click on the terms and a pop-up window will appear.</td>
<td>Available to student by clicking on pre-selected terms indicated throughout the test by a gray dotted outline. This tool can be turned off in TIDE under Embedded Designated Supports Glossaries.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test. Access to Translations Glossaries is a Designated Support. Video Clip: English Glossary</td>
</tr>
<tr>
<td>Expandable items and passages</td>
<td>ELA Math Science ELPA21</td>
<td>The student is able to expand each stimulus or item so that it takes up a larger portion of the screen as the student reads. The student can then retract the screen to its original size. A student has the ability to change the screen display from the default of 40% stimulus and 60% item to 5% stimulus and 95% item or 95% stimulus and 5% item.</td>
<td>Available to student based on preference. This tool can be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Expandable Items</td>
</tr>
<tr>
<td>Global notes</td>
<td>ELA</td>
<td>During the ELA performance task, 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.</td>
<td>Appears automatically within the TDS toolbar during the performance task. This tool can be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing the ELA Practice Test. Video Clip: Global Notes</td>
</tr>
<tr>
<td>Embedded Universal Tools</td>
<td>Content</td>
<td>Description</td>
<td>Tool Access</td>
<td>Resources</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Highlighter</td>
<td>ELA, Math, Science, ELPA21</td>
<td>Allows the student to mark desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.</td>
<td>Available to student in the item context menu. This tool can be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Highlighter</td>
</tr>
</tbody>
</table>
| Line reader | ELA, Math, Science | Assists in reading by highlighting a single line of text in a stimulus or question. When the line reader button is selected, use of the arrow keys will move the line up and down.  
It is strongly encouraged to use the up and down keyboard arrows for multiple choice and multiple select questions. This is because clicking on an answer option to highlight it with the line reader will select that option as the answer. | Appears automatically in TDS (toolbar). This tool can be turned off in TIDE. | Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Line Reader |
<p>| Mark for review | ELA, Math, Science, ELPA21 | Allows students to mark items for future review during the assessment. Marked items are still subject to pause rules, if applicable. | Available to student in the item context menu. This tool can be turned off in TIDE. | Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Mark for Review |
| Periodic table | Science | For science grades 8 and 11. An embedded on-screen periodic table can be accessed for permitted items when students click on the periodic table tool button. | Appears automatically within TDS toolbar when periodic table permitted items appear. This tool cannot be turned off in TIDE. | Students can become familiar with this type of feature by accessing the science Training Test. |
| Spell check | ELA | For full write only. A writing tool for checking the spelling of words in student responses. Spell check only highlights misspelled words; it does not provide the correct spelling. Spell check is bundled with other embedded writing tools for all performance task full writes. | Appears automatically within response box editing tools when spell check is permitted. This tool cannot be turned off in TIDE. | Students can become familiar with this type of feature by accessing the Practice Test. |
| Strikethrough | ELA, Math, Science | Allows students 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. | Available to student in the item context menu. This tool can be turned off in TIDE. | Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Strikethrough |</p>
<table>
<thead>
<tr>
<th>Embedded Universal Tools</th>
<th>Content</th>
<th>Description</th>
<th>Tool Access</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesaurus</td>
<td>ELA</td>
<td><strong>For full write only.</strong> A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.</td>
<td>Thesaurus is bundled with Dictionary in the TDS toolbar. This tool cannot be turned off in TIDE.</td>
<td>Students can become familiar with this type of feature by accessing the ELA Practice Test. Video Clip: Thesaurus</td>
</tr>
<tr>
<td>Zoom student level</td>
<td>ELA</td>
<td>A tool for making text/graphics in a window/frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger or smaller by clicking the Zoom button to increase 1.5x, 1.75x, 2.5x, and 3x. The use of this tool may cause the need for more horizontal and vertical scrolling to see the entire item.</td>
<td>Available in TDS toolbar students may click up to four times. <strong>Available options:</strong> 1.5x, 1.75x, 2.5x, and 3x.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test. Video Clip: Zoom Student Level</td>
</tr>
<tr>
<td>Zoom test level</td>
<td>ELA</td>
<td>Allows the test platform to be pre-set to be enlarged before the test begins. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE. For students with visual impairments that may need to increase text and other features beyond the 14-pt. font. A larger screen may be needed to function effectively.</td>
<td>Appears automatically to student upon logging into the test. This tool is set in TIDE. <strong>Available options:</strong> 1.5x, 1.75x, 2.5x, and 3x.</td>
<td>Students can become familiar with this type of feature by accessing a Practice or Training Test.</td>
</tr>
</tbody>
</table>
Table 5: Non-embedded Universal Tools lists tools available to students for computer based or accommodated form testing. Non-embedded tools are externally delivered dependent upon tool type. Non-embedded universal tools are not marked in TIDE.

**Table 5. Non-embedded Universal Tools**

<table>
<thead>
<tr>
<th>Non-embedded Universal Tools</th>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>ELA</td>
<td>Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELPA21</td>
<td></td>
</tr>
<tr>
<td>English– dictionary</td>
<td>ELA</td>
<td>For full write only. 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.</td>
</tr>
<tr>
<td>Periodic table</td>
<td>Science</td>
<td>For grades 8 and 11. A printable version of the periodic table is available on the WCAP portal for students taking the test with an accommodated form paper test.</td>
</tr>
<tr>
<td>Scratch and/or graph paper</td>
<td>ELA</td>
<td>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>ELA: Plain or lined scratch paper, whiteboards with markers to make notes or plan responses may be made available. Graph paper is not permitted.</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Math and science: Plain or lined paper, graph paper, or whiteboard with a marker may be used on all math and science assessments. Graph paper is required for the math tests in grades 6-8 and HS.</td>
</tr>
<tr>
<td></td>
<td>ELPA21</td>
<td>Assistive Technology Devices: 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 to the student and/or consistent with the IEP or 504 plan. Access to internet must be disabled on assistive technology devices. Permissive mode may be required to support assistive technology devices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA/math CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science: Scratch paper, whiteboards, and/or assistive technology devices must be collected at the end of each session, securely stored, and made available to students at the start of the next testing session. Once each test is completed, all scratch paper must be collected and securely destroyed to maintain test security. In addition, all notes on whiteboards or assistive technology devices must be erased at the end of each test session.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA/math Performance Tasks: If a student needs to take the performance task in more than one session, scratch paper, 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 start of the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELPA21: Plain or lined scratch paper to make notes or record responses is made available. The student receives one sheet (or more as needed). Graph paper is not permitted. Once each domain test is completed, all scratch paper must be collected and securely destroyed to maintain test security.</td>
</tr>
<tr>
<td>Technological assistance with test navigation</td>
<td>Science</td>
<td>Students without the necessary computer skills may have a trained TA help with mouse point-and-click and drag-and-drop items, onscreen tool and button navigation (e.g., back, next, submit, start, and stop), and keyboarding. TA assistance does not include identifying correct tool buttons. The TA is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test incident and will result in an invalid assessment.</td>
</tr>
<tr>
<td></td>
<td>ELPA21</td>
<td></td>
</tr>
<tr>
<td>Thesaurus</td>
<td>ELA</td>
<td>For full write only. A thesaurus, which contains synonyms of terms, can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.</td>
</tr>
</tbody>
</table>
Section II: Designated Supports

What are Designated Supports?

Designated supports are those features that are available for use by any student for whom the need has been indicated by a team of educators with parent/guardian and student input.

Designated supports are accessibility features of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by the educators familiar with the student’s characteristics and needs. Parent/guardian input to the decision is recommended. Student input to the decision, particularly for older students, is also recommended.

All educators making these decisions should be trained in a process of accessibility feature selection and should be aware of the range of designated supports available. A series of videos, produced by the California assessment department, will help inform educators about how the Designated Supports function within TDS. The series of videos is available on this [California webpage](#).

Table 6: Embedded Designated Supports lists the supports available in TDS to students for whom the need has been indicated. Once a decision has been made, the specific support must be selected for the student within TIDE prior to testing. Any non-embedded designated supports must be arranged for student use prior to testing and provided during testing by staff at the local level. The table below includes a description of each available support, recommendations for use, and TIDE settings information.

### Table 6. Embedded Designated Supports

<table>
<thead>
<tr>
<th>Embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Settings Information</th>
</tr>
</thead>
</table>
| Color contrast               | ELA, Math, Science, ELPA21 | Allows the screen background or font color to be changed. This may include reversing the colors for the entire interface or choosing the color of font and background. | Students with attention difficulties may need this support for viewing test content. It may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student’s needs. | Set in TIDE: Yes  
   TIDE Label: Color Contrast  
   Location: Embedded Designated Supports  
   Default: Black on White  
   Available options: ELA, math, and science: Black on Rose; Medium Gray on Light Gray; Yellow on Blue; and Reverse Contrast  
   ELPA21: Black on Light Blue; Black on Cream; Black on Light Pink; Yellow on Blue; and Reverse Contrast |
| Hybrid masking tool          | ELA, Math, Science, ELPA21 | Assists in reading by showing a single line of text in a stimulus or question, while masking the rest of the content on the screen. When the line reader button is selected, use of the arrow keys will move the visible line up and down through the text. | Students with attention difficulties or reading disabilities may need more assistance with tracking where they are reading than the line reader and masking tool can provide on their own. A very small percentage of students should need this designated support. | Set in TIDE: Yes  
   TIDE Label: Line Reader  
   Location: Embedded Universal Tools  
   Default: Off  
   Available options: Hybrid Masking Tool |
<table>
<thead>
<tr>
<th>Embedded Designed Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Settings Information</th>
</tr>
</thead>
</table>
| Illustration glossaries    | Math    | For math items. In addition to the English glossary, illustration glossaries are provided for selected construct-irrelevant terms for math items. Illustrations for these terms appear on the computer screen when students select the term. Students can also adjust the size of the illustration and move it around the screen. | Illustration glossaries for specific items are available for students who are:  
- advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities),  
- deaf or hard of hearing but who are not proficient in American Sign Language (ASL). | Set in TIDE: Yes  
TIDE Label: Glossaries  
Location: Embedded Designated Supports  
Default: English Glossary On  
Available options: Illustration Glossary, Illustration & English Glossary |
| Line reader                | ELPA21  | Assists in reading by highlighting a single line of text in a stimulus or question. When the line reader button is selected, use of the arrow keys will move the line up and down.  
*It is strongly encouraged to use the up and down keyboard arrows for multiple choice and multiple select questions. This is because, clicking on an answer option to highlight it with the line reader will select that option as the answer.* | Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. | Set in TIDE: Yes  
TIDE Label: Line Reader  
Location: Embedded Universal Tools  
Default: Off  
Available options: On |
| Masking                    | ELA Math Science ELPA21 | Allows the student to block off content that is not of immediate need or that may be distracting. Students are able to focus their attention on a specific part of a test item by masking.  
Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. | Students with attention difficulties may need to mask content. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. | Set in TIDE: Yes  
TIDE Label: Masking  
Location: Embedded Designated Supports  
Default: Off  
Available options: On |
| Mouse pointer              | ELA Math Science ELPA21 | Allows the mouse pointer to be set to a larger size and also for the color to be changed. Setting and color is based on student need or preference.  
The mouse pointer can be used with the Zoom universal tool. | 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. | Set in TIDE: Yes  
TIDE Label: Mouse Pointer  
Location: Embedded Designated Supports  
Default: System Default  
Available options:  
Size: Large and Extra Large  
Colors: Black; Green; Red; White; and Yellow |
<table>
<thead>
<tr>
<th>Embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Settings Information</th>
</tr>
</thead>
</table>
| **Print on request**         | ELPA21       | The student uses paper copies of individual test items printed from the Test Delivery System (TDS). The student requests the printing from within the secure browser and the TA prints the materials from the TA Interface. The student or a scribe enters student answers to items into the TDS. | Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. A very small percentage of students should need this designated support. | Set in TIDE: Yes  
Location: Embedded Accommodations  
(Contact Help Desk to get access to this setting if the student does not have an IEP or 504 Plan.)  
TIDE Label: Print on Demand  
Available options:  
ELPA21: items; stimuli; and stimuli and items  
Accessed by student and delivered by TA during testing. |
| **Stacked Spanish Translations Test**  
**Video Clip** | Math Science | Provides the full Spanish translation of each test item above the original item in English. Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both. | For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked Spanish translation may be appropriate. This support will increase reading load and cognitive load. | Set in TIDE: Yes  
TIDE Label: Presentation  
Location: Embedded Designated Supports  
Default: English  
Available options: Spanish |
| **Streamlined Interface Mode**  
**Video Clip** | ELA Math Science | Provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. | Use may benefit a small number of students who have specific learning and/or reading disabilities in which the text is represented in a more sequential format. Students should have familiarity interacting with items in streamline format.  
Use of streamline is required for zoom levels 5x-20x. | Set in TIDE: Yes  
Location: Embedded Designated Supports  
TIDE Label: Streamlined Interface Mode  
Default: Off  
Available options: On |
| **Text-to-speech (student responses)** | ELA Math Science | Text that the student entered into the response box for a constructed response is read aloud to the student via embedded text-to-speech technology when they select the button at the bottom of the response box. | Students who use text-to-speech will need headphones unless tested individually in a separate setting. | Set in TIDE: Yes  
TIDE Label: Text-to-Speech (Student Responses)  
Location: Embedded Designated Supports  
Default: Off  
Available options: On |
<table>
<thead>
<tr>
<th>Embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Settings Information</th>
</tr>
</thead>
</table>
| Text-to-speech (test content) | ELA Math Science | The text-to-speech designated support is not for ELA CAT reading passages. Text in the items and/or stimuli is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. | Set in TIDE: Yes  
TIDE Label: Text-to-Speech (Test Content)  
Location: Embedded Designated Supports  
Default: None  
Available options:  
ELA CAT: items  
ELA PT: items; stimuli; and passages, stimuli, and items  
Math: items; stimuli; and stimuli and items  
Science: items; stimuli; and stimuli and items |
| Translated test directions | Math Science | Spanish translation of test directions for the online tests is a language support available prior to beginning the actual test items. | 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 Spanish and not proficient in English. | Set in TIDE: Yes  
TIDE Label: None  
Location: Embedded Designated Supports  
Available in TDS when student accesses the stacked Spanish test. |
| Translations glossaries | Math Science | Translation of pre-selected construct-irrelevant terms appear on the computer screen when the student clicks on the word or term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary, when available. | Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translation glossary for specific items. | Set in TIDE: Yes  
TIDE Label: Glossaries  
Location: Embedded Designated Supports  
Default: English Glossary On  
Available options:  
English Glossary Off; Arabic; Burmese; Cantonese; Filipino; Hmong; Korean; Mandarin; Punjabi; Russian; Somali; Spanish; Ukrainian; and Vietnamese. Also available are each of the translated glossaries listed above, in combination with the English Glossary universal tool. Translations glossaries are not included as part of the stacked Spanish test and must be set separately. |
| Zoom test level | ELPA21 | Allows the test platform to be preset to be enlarged before the test begins. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE. | For students with visual impairments who may need to increase text and other features beyond the 14-pt. font may need a larger screen to function effectively. Students can become familiar with the zoom levels by accessing the Practice Test. Educators should observe student use with the different zoom levels to help determine the appropriate level. | Set in TIDE: Yes  
TIDE Label: Zoom  
Location: Embedded Universal Tools  
Default: 1x  
Available options:  
1.5x, 1.75x, 2.5x, and 3x. |
<table>
<thead>
<tr>
<th>Embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Settings Information</th>
</tr>
</thead>
</table>
| **Zoom test level with streamline** | ELA Math Science | Allows the test platform to be pre-set to be enlarged more than the 3x level available as a universal tool. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE. Use of zoom levels 5x-20x also require the streamlined interface mode which arranges the test content vertically. | For students with visual impairments that may need to increase text and other features beyond the 3x level available as a universal tool. Students can become familiar with the zoom levels by accessing the Practice or Training Tests. Educators should observe student use with the different zoom levels to help determine the appropriate level. | **Set in TIDE:** Yes  
**TIDE Label:** Zoom and Streamlined Interface Mode  
**Location:** Embedded Universal Tools and Embedded Accommodations  
**Default:**  
**Zoom:** 1x and Off  
**Available options:**  
Zoom: 5x, 10x, 15x, and 20x.  
**Streamlined Interface Mode:** On |
Table 7: Non-embedded Designated Supports lists the supports available to all students for computer based or accommodated form testing. Non-embedded supports are externally delivered dependent upon support type. Non-embedded designated supports are marked in TIDE. The table includes a description of each available support, recommendations for use, and TIDE settings information.

### Table 7: Non-embedded Designated Supports

<table>
<thead>
<tr>
<th>Non-embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
</table>
| Amplification                    | ELA, Math, Science | 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 to increase the volume provided in the assessment platform. If the device has additional features that may compromise the validity of the test (e.g., internet access) it must be deactivated to maintain test security. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Amplification  
Delivered by TA with equipment, accessed by student during testing. |
| Bilingual dictionary             | ELA     | Full writes only.  
A bilingual/dual language word-to-word dictionary. | 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. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Bilingual Dictionary PT 2  
TA provided support accessed by student during testing. |
| Color contrast                   | ELA, Math, Science | Test content of online items may be printed with different colors using Print on Demand. | Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence of those colors that meet the student’s needs. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Color Contrast  
Delivered by TA, accessed by student during testing. |
| Color overlays                   | ELA, Math, Science, ELPA21 | Color transparencies are placed over a paper assessment. | Students with attention difficulties may need this support to view test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs. The ELPA21 and science tests are printed in colors specifically chosen to help students with color blindness. Adding a color overlay to these test booklets may make it harder for students to understand the content. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Color Overlay  
TA provided support accessed by student during testing. |
| Illustration glossaries          | Math    | Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper pencil test and are identified by item number. | Illustration glossaries for specific items are available for students who are:  
- advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities),  
- deaf or hard of hearing but who are not proficient in American Sign Language (ASL). | Set in TIDE: Yes  
TIDE Label: Illustration Glossary  
Location: Non-embedded Designated Supports  
TA provided document accessed by student during testing. |
<table>
<thead>
<tr>
<th>Non-embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
</table>
| Magnification device            | ELA Math Science ELPA21 | 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. | Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Magnification Device  
TA provided support accessed by student during testing. |
| Medical supports                | ELA Math Science ELPA21 | Students may have access to medical supports for medical purposes (e.g., glucose monitor). The device may include a cell phone and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications, or the TA must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Medical Supports  
Available to student for access during testing. |
| Noise buffers                   | ELA Math Science ELPA21 | Ear muffs, white noise, and/or other equipment used to block external sounds. | Student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting. This option should be based on a student’s individual needs and should not be applied on a group basis. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Noise Buffers  
TA provided support accessed by student during testing. |
| Read aloud in English           | ELA Math Science ELPA21 | See non-embedded accommodations for ELA reading passages.  
Text is read aloud to the student by a trained and qualified test reader who follows the Read Aloud Guidelines for Washington State Assessments.  
ELA CAT: Only the items may be read aloud. The reading passages shown on the left side of the screen CANNOT be read.  
ELA PT: All of the content may be read aloud, including the stimuli on the left side of the screen.  
Math and science: All of the content may be read aloud.  
ELPA21: The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader.  
ELA, math, and science:  
Students who are struggling readers may need assistance accessing assessments by having all or portions of the assessment read aloud. This support may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments.  
Read aloud is available for both online and paper tests. Read aloud 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 slowdown or repeat text.  
ELPA21: Students who use the accommodated form paper tests can have the same test content read aloud that is supported through audio in a computer-based version. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:  
Speaking – most tasks have audio support for most components; | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Read aloud – English  
Available options:  
ELA CAT: Read aloud items  
ELA PT: Read aloud items; Read aloud stimuli; and Read aloud passages, items, and stimuli  
Math: Read aloud items; Read aloud stimuli; and Read aloud items and stimuli  
Science: Read aloud items; Read aloud stimuli; and Read aloud items and stimuli  
ELPA21: Read aloud items; and Read aloud stimuli  
Delivered by trained staff who provide read aloud support to students during testing. |
<table>
<thead>
<tr>
<th>Non-embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
</table>
| **Read aloud in Spanish**        | Math, Science | Online only. Spanish text is read aloud to the student by a trained and qualified test reader who follows the Read Aloud Guidelines for Washington State Assessments. All of the content may be read aloud. | Students receiving the stacked translations designated support and who are struggling readers may need assistance accessing the assessment by having all, or portions of the assessment read aloud. This support may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments. A student should have the option of asking a reader to slow down or repeat text. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Read Aloud – Spanish  
Math: Read aloud items, Read aloud stimuli, and Read aloud items and stimuli  
Science: Read aloud items, Read aloud stimuli, and Read aloud items and stimuli  
Delivered by trained staff who provide Spanish read aloud support to students during testing. |
| **Read aloud student**           | ELA, Math, Science, ELPA21 | Student reads the test content out loud to themselves. | Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud. | Set in TIDE: No  
Available option for student during testing. |
| **Scribe**                       | ELA, Math, Science | Available only as an accommodation for ELA performance task full writes. Students dictate their responses to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the Scribing Protocol for Washington State Assessments.  
**ELA CAT:** All item responses may be dictated.  
**ELA PT:** Only the item responses in Part 1 may be dictated. The full write response CANNOT be dictated.  
**Math and science:** All item responses may be dictated. | Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. Scribing is available for both the online and accommodated form paper tests. | Set in TIDE: Yes  
Location: Non-Embedded Designated Supports  
TIDE Label: Scribe  
Available options:  
ELA CAT: Scribe CAT  
ELA PT: Scribe PT 1  
Math: Scribe Items  
Science: Scribe Items  
Delivered by trained staff, accessed by student during testing. |
<table>
<thead>
<tr>
<th>Non-embedded Designated Supports</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
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</table>
| Separate setting                | ELA     | Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows a student to work individually or among a smaller group to use a device requiring voicing (e.g., Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. | **Set in TIDE:** Yes  
**Location:** Non-Embedded Designated Supports  
**TIDE Label:** Separate Setting  
Pre-planned option available to student if indicated. |
| Separate setting                | ELPA21  | Test location is altered so that the student is tested in a setting different from that made available for most students. This might be used in combination with other supports, such as Read aloud or Scribe. Administration of the ELPA21 screener is recommended to be one student to one TA. The ELPA21 summative administration is recommended as follows: Kindergarten students 1-3 to TAs 1-2; Grade 1 students 1-5 to TAs 1-2; Grade 2-3 students 8 to TAs 1; Grade 4-5 students 10 to TAs 1; Grade 6-8 students 15 to TAs 1; and Grade 9-12 students 20 to TAs 1. | **Set in TIDE:** Yes  
**Location:** Non-Embedded Designated Supports  
**TIDE Label:** Separate Setting  
Pre-planned option required for ELPA21. |
| Simplified test directions      | ELA     | The TA simplifies or paraphrases the test directions found in the appropriate [TA Script of Student Directions](https://www.wasateachers.org/) following the directions outlined in the [Guidelines for Simplified Test Directions for Washington State Assessments](https://www.wasateachers.org/). Students who need additional support understanding the test directions may benefit from this resource. This support may require testing in a separate setting to avoid distracting other test takers. | **Set in TIDE:** Yes  
**Location:** Non-Embedded Designated Supports  
**TIDE Label:** Simplified Test Directions  
TA delivered support available to students. |
| Translated test directions      | ELA     | PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the [Test Administration Manual](https://www.wasateachers.org/) can read the test directions to the student. | **Set in TIDE:** Yes  
**Location:** Non-Embedded Designated Supports  
**TIDE Label:** Translated Test Directions  
Delivered by trained staff who read translated directions to student during testing. |
Section III: Accommodations

What are Accommodations?

Accommodations allow identified students to show what they know and can do. Accommodations are available for students for whom there is documentation of the need on an Individualized Education Program (IEP), 504 plan, or other similar learning plans. Accommodations are changes in procedures or materials that increase accessibility during state and district assessments.

Accommodations are accessibility features and resources of the assessment that are either provided as digitally delivered as embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated (paper) form testing.

Who Makes Decisions About Accommodations?

IEP teams (if the student has an IEP) and educators make decisions about accommodations. The documentation from these team decisions provide evidence of the need for accommodations as noted on an IEP or 504 plan. It is recognized that accommodations can increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, a student’s parent/guardian should know about the availability of specific designated supports and accommodations through the IEP Team process. This information ensures that parents/guardians are aware of the conditions under which their student participates in classroom learning as well as testing.

Table 8: Embedded Accommodations lists the accommodations available in TDS for those students for whom the accommodations are included on an IEP or 504 plan. Once a decision has been made, the specific accommodations must be selected for the student within TIDE prior to testing. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

Table 8. Embedded Accommodations

<table>
<thead>
<tr>
<th>Embedded Accommodations</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language (ASL) Video Clip</td>
<td>ELA Math</td>
<td>For ELA listening items only. For math items only. Test content is 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.</td>
<td>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. 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 the listening stimuli and items.</td>
<td>Set in TIDE: Yes Location: Embedded Accommodations TIDE Label: American Sign Language Default: Do not show ASL videos Available options: ELA CAT: Show ASL videos Math: Show ASL videos</td>
</tr>
<tr>
<td>Braille For additional information and settings for online braille, see Table 10: Embedded Braille Testing Supports.</td>
<td>ELA Math</td>
<td>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).</td>
<td>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.</td>
<td>Set in TIDE: Yes Location: Embedded Designated Supports TIDE Label: Presentation: Braille Default: Off Available options: English and Braille</td>
</tr>
<tr>
<td>Embedded Accommodations</td>
<td>Content</td>
<td>Description</td>
<td>Recommendation for Use</td>
<td>TIDE Information</td>
</tr>
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</tr>
</tbody>
</table>
| Closed captioning Video Clip | ELA | ELA listening items only. Text that appears on the computer screen as listening stimuli are played. | Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they 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 the listening stimuli. | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Closed Captioning  
Default: Off  
Available options: ELA CAT: On |
| Domain exemptions | ELPA21 | Exclusion from one or more domains for ELs eligible to receive special education or 504 services. See Appendix B Domain Exemptions for additional information on access and restrictions for domain exemptions. | There are a small number of ELs with disabilities, for whom the disability precludes testing in one or more domains such that there are no appropriate accommodations for the affected domain(s). A student’s score will be based on all remaining non-exempted domains. | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Domain Exemptions  
Default: No Exemptions  
Available options: Listening; Reading; Writing; and Speaking or any combination of up to 3 of these. |
| Permissive mode | ELA  
Math  
Science  
ELPA21 | Use of an assistive technology device may require permissive mode to be set in TIDE (e.g., alternate response options, non-embedded speech-to-text programs, math windows, whiteboard). | Access to internet must be disabled on assistive technology devices. Functionality must be verified with the test platform. Assistive technology devices, including low-tech assistive technology (math window), are permitted to make notes. Students should practice the use of assistive technology devices in the practice and training tests using the secure test browser to ensure functionality. | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Permissive Mode  
Default: Off  
Available options: On |
| Print on demand | ELA  
Math  
Science | The student uses paper copies of individual test items printed from the Test Delivery System (TDS). The student requests the printing from within the secure browser and the TA prints the materials from the TA Interface. The student or a scribe enters student answers to items into the TDS. For ELA and math, print on demand allows the student to receive items based on the adaptive nature of the online test. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. |  | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Print on Demand  
Available Options:  
ELA: items; stimuli; and passages, stimuli and items  
Math: items; stimuli; and stimuli and items  
Science: items; stimuli; and stimuli and items  
Accessed by student and delivered by TA during testing. |
<table>
<thead>
<tr>
<th>Embedded Accommodations</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
</table>
| Speech-to-text                   | ELA     | Voice recognition allows students to use their voices as input devices to the computer via embedded speech-to-text technology, to dictate responses or give commands. Voice recognition software generally can recognize speech up to 160 words per minute.                                                                                                                                   | 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 makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Speech-to-text technology 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. | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Speech-to-Text  
Default: Off  
Available Options: On                                                                                     |
|                                  | Math    |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                                                          |
|                                  | Science |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                                                          |
| Text-to-speech (test content)    | ELA     | For ELA CAT reading passages.  
Passage text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice.                                                                                                             | This accommodation is appropriate for a very small number of students. Students who use text-to-speech will need headphones unless tested individually in a separate setting.                     | Set in TIDE: Yes  
Location: Embedded Designated Support  
TIDE Label: Text-to-Speech (Test Content)  
Default: Off  
Available options:  
ELA CAT: passages; and passages, stimuli, and items                                                                 |
Table 9: Non-embedded Accommodations lists accommodations available to students for computer based or accommodated form testing. Non-embedded accommodations are externally delivered dependent upon accommodation type. Non-embedded accommodations are marked in TIDE. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

**Table 9. Non-embedded Accommodations**

<table>
<thead>
<tr>
<th>Non-embedded Accommodations</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>100s number table</td>
<td>Math</td>
<td>A paper-based table listing numbers from 1–100 published by Smarter Balanced and available for printing on the WCAP portal.</td>
<td>Students with visual processing or spatial perception needs may find this beneficial.</td>
<td>Set in TIDE: Yes, Location: Non-embedded Accommodations, TIDE Label: 100s Number Table, TA provided document accessed by student during testing.</td>
</tr>
<tr>
<td>Abacus</td>
<td>Math, Science</td>
<td>This accommodation may be used in place of scratch paper for students who typically use an abacus.</td>
<td>Some students, including students with visual impairments or with documented processing impairments.</td>
<td>Set in TIDE: Yes, Location: Non-embedded Accommodations, TIDE Label: Abacus, TA provided support accessed by student during testing.</td>
</tr>
<tr>
<td>Alternate response options</td>
<td>ELA, Math, Science</td>
<td>Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</td>
<td>Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and compatible with TDS.</td>
<td>Set in TIDE: Yes, Location: Non-embedded Accommodations, TIDE Label: Alternate Response Options</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>Science</td>
<td>District provides student access to the assessment through a trained adult interpreter. Test content is translated by a human signer into ASL. The human ASL signer and the test content (online or paper) are viewed by the student. The adult interpreter adheres to the GAAP Sign Guidance.</td>
<td>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. 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 in a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</td>
<td>Set in TIDE: Yes, Location: Non-embedded Accommodations, TIDE Label: American Sign Language, Delivered by a trained adult ASL interpreter, accessed by student during testing.</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>ELPA21</td>
<td>The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance using a mouse, mouth or head stick, or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.</td>
<td>Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.</td>
<td>Set in TIDE: Yes, Location: Non-embedded Accommodations, TIDE Label: Assistive Technology</td>
</tr>
<tr>
<td>Non-embedded Accommodations</td>
<td>Content</td>
<td>Description</td>
<td>Recommendation for Use</td>
<td>TIDE Information</td>
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<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Braille test booklet</td>
<td>ELA Math Science</td>
<td>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).</td>
<td>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.</td>
<td>Set in TIDE: Yes Location: Non-embedded Accommodations TIDE Label: Paper Pencil Braille Test booklets are ordered for a student by selecting Paper Pencil Braille in the non-embedded accommodations section of TIDE student settings during the Pre-ID window. Test booklets ordered after the Pre-ID window closes will be ordered in TIDE additional orders.</td>
</tr>
<tr>
<td>Calculator</td>
<td>Math Science</td>
<td>For grades 6-HS on calculator-allowed math items. For all science items. A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within TDS.</td>
<td>Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. TAs will ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. Administration directions will identify items open to calculator use. In those instances, TAs will make calculators available to students. For additional information on calculator use and restrictions see the <a href="#">Calculator Policy</a>.</td>
<td>Set in TIDE: Yes Location: Non-embedded Accommodations TIDE Label: Calculator TA provided accommodation accessed by qualifying student during testing.</td>
</tr>
<tr>
<td>Familiar listener</td>
<td>ELPA21</td>
<td>For the summative assessment Speaking domain, the student records and submits their responses to Speaking items as usual, while an experienced educator familiar with the specific student’s speech disability transcribes verbatim what the student said in the recording onto a piece of paper.</td>
<td>A very small percentage of students have disabilities such that their recorded speech for the Speaking domain may be scored down or not scorable due to an impediment. For this very small percentage of students, ELPA21 allows a non-standard accommodation of a familiar listener who transcribes the recorded response for those Speaking items. Districts must notify the state via the Non-standard Accommodations and Designated Supports Request form prior to implementing this accommodation. For this non-standard accommodation, the student’s speech is transcribed by an educator familiar with the student’s speech and that document is sent to the scoring vendor(s) to be re-scored based on the written transcript. This intensive process ensures the student’s responses are judged more fairly.</td>
<td>Set in TIDE: No Delivered by trained staff, accessed by student during testing.</td>
</tr>
<tr>
<td>Non-embedded Accommodations</td>
<td>Content</td>
<td>Description</td>
<td>Recommendation for Use</td>
<td>TIDE Information</td>
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</tbody>
</table>
| Large print test booklet    | ELA, Math, Science, ELPA21 | A large print paper form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17. | This accommodation is appropriate for a very small number of students. Students with visual impairments who may not be able to use zoom or magnifying devices to access the online test may need a large print paper test. | Set in TIDE: Yes  
Location: Non-embedded Accommodations  
TIDE Label: Paper Pencil Large Print  
Test booklets are ordered for a student by selecting Paper Pencil Large Print in the non-embedded accommodations section of TIDE student settings during the Pre-ID window. Test booklets ordered after the Pre-ID window closes will be ordered in TIDE additional orders. |
| Multiplication table        | Math    | A paper-based multiplication table containing numbers 1-12, available for printing on the WCAP portal. | For students with a documented and persistent calculation disability (e.g., dyscalculia). | Set in TIDE: Yes  
Location: Non-embedded Accommodations  
TIDE Label: Multiplication Table  
TA provided document accessed by student during testing. |
| Read aloud in English       | ELA     | For ELA reading passages.  
Text is read aloud to the student by a trained and qualified test reader who follows the Read Aloud Guidelines for Washington State Assessments.  
ELA CAT: All of the content may be read aloud, including the reading passages on the left side of the screen. | This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in state assessments) for whom there is no other way to access the reading passages (e.g., a student who is blind and doesn’t read braille). It is not necessarily appropriate for students who have reading skills below grade level as that is what we are measuring (a student’s at grade level reading skills) regardless of a student’s disability. This accommodation should only be provided to those who receive it (or audio/read aloud) daily for instruction across environments or subjects. | Set in TIDE: Yes  
Location: Non-embedded Accommodations  
TIDE Label: Read aloud passages - English  
Available Options:  
ELA CAT: Read aloud stimuli; and Read aloud passages, stimuli, and items  
Delivered by trained staff, accessed by student during testing. |
| Scribe                      | ELA, ELPA21 | Students dictate their response to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the Scribing Protocol for Washington State Assessments.  
ELA PT: The full write response is dictated.  
ELPA21: The writing domain test responses are dictated. | Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the scribe, and to view what they produce while composing via dictation to the scribe. Scribing is available for both the online and paper tests. | Set in TIDE: Yes  
Location: Non-embedded Accommodations  
TIDE Label: ELPA21: Scribe  
ELA: Scribe PT 2  
Delivered by trained staff, accessed by student during testing. |
<table>
<thead>
<tr>
<th>Non-embedded Accommodations</th>
<th>Content</th>
<th>Description</th>
<th>Recommendation for Use</th>
<th>TIDE Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish print test booklet</td>
<td>Math</td>
<td>Math: Provides the full Spanish translation of each test item above the original item in English. Science: Provides entire test translated in Spanish.</td>
<td>This accommodation is appropriate for a very small number of students. Students with impairments or a medical condition (e.g., concussion) which precludes them from taking an online test, and whose primary language is Spanish, may use the Spanish paper test. Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both.</td>
<td>Set in TIDE: Yes  Location: Non-embedded Accommodations  TIDE Label: Math: Paper Pencil Spanish SBA Science: Paper Pencil Spanish WCAS  Test booklets are ordered for a student by selecting Paper Pencil Spanish in the non-embedded accommodations section of TIDE student settings during the Pre-ID window. Test booklets ordered after the Pre-ID window closes will be ordered in TIDE additional orders.</td>
</tr>
<tr>
<td>Speech-to-text</td>
<td>ELA</td>
<td>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.</td>
<td>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. 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. If students use their own assistive technology devices, all assessment content must be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. 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.</td>
<td>Set in TIDE: Yes  Location: Non-embedded Accommodations  TIDE Label: Speech-to-Text  Assistive technology device provided to student for use during testing.</td>
</tr>
<tr>
<td>Standard print test booklet</td>
<td>ELA</td>
<td>A standard print paper form of the test. The font size for the standard print form is 14 point on paper sized 8.5 x 11.</td>
<td>This accommodation is appropriate for a very small number of students. Students with impairments or a medical condition (e.g., concussion) which precludes them from being able to use the online tests may use a paper version of the test.</td>
<td>Set in TIDE: Yes  Location: Non-embedded Accommodations  TIDE Label: Paper Pencil Standard  Test booklets are ordered for a student by selecting Paper Pencil Standard in the non-embedded accommodations section of TIDE student settings during the Pre-ID window. Test booklets ordered after the Pre-ID window closes will be ordered in TIDE additional orders.</td>
</tr>
<tr>
<td>Non-embedded Accommodations</td>
<td>Content</td>
<td>Description</td>
<td>Recommendation for Use</td>
<td>TIDE Information</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Translations glossaries for paper testing</td>
<td>Math, Science</td>
<td>For math and science paper tests only. Translated paper glossaries are provided for selected construct-irrelevant terms. Only state approved glossaries posted on the WCAP portal may be provided to students.</td>
<td>Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translations glossaries for specific items. Translation glossaries for math are available in the following languages: Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. Translation glossaries for science are available in Spanish.</td>
<td>Set in TIDE: No TA provided document accessed by student during testing.</td>
</tr>
<tr>
<td>Word prediction</td>
<td>ELA, Math, Science</td>
<td>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 the Read Aloud Guidelines for Washington State Assessments.</td>
<td>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 moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. 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 word prediction. 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.</td>
<td>Set in TIDE: Yes Location: Non-embedded Accommodations TIDE Label: Word Prediction Assistive technology device provided to student for use during testing.</td>
</tr>
</tbody>
</table>
Appendix A: Online Braille Testing

Online Braille Testing

Braille testing through the Test Delivery System (TDS) is available for ELA and math tests only. TDS delivers the test content to a braille embosser or a Refreshable Braille Display (RBD) via the JAWS screen reader. Questions that contain only text are sent to an RBD. Questions containing text and images that cannot be read by an RBD are sent to a braille embosser. All math test content is delivered in Nemeth Braille via a braille embosser.

When planning for the administration of the online braille test, arrange for students to have additional testing time to complete the test. Frequent breaks, short sessions, one-on-one, and small group testing should be considered. For security purposes, tablets are not supported for braille testing.

Practice

Prior to testing, all students should be given the opportunity to practice with all accommodations set using the practice and training tests. This not only promotes familiarity with accommodations but also allows adjustments to be made in advance of testing. JAWS voice settings are based on a students individual needs and preferences. The voice profile, speaking rate, and punctuation settings must be set prior to administering assessments.

Testing

Students taking a braille test in TDS will receive online tests in an accessible format via streamlined mode. Streamlined mode facilitates the supported screen reading software and printing to Braille embossers. Streamlined mode arranges the test content vertically. The stimuli appear at the top of the page, and questions appear in sequence below their associated stimulus.

Additional Support for ELA

Braille transcriptions are available for the listening passages in the ELA CAT portion of the test. When this tool is enabled, any audio associated with the listening passages and items will have an associated transcript in the TDS toolbar that can be read by the student’s RBD.

Additional Support for Math

Pre-embossed braille graphics are available if districts do not have an embosser.

Security

Embossed braille printouts must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

Table 10. Embedded Braille Testing Supports

<table>
<thead>
<tr>
<th>Braille Online Test Supports</th>
<th>Available for</th>
<th>Description</th>
<th>Additional Information</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
<td>ELA Math</td>
<td>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).</td>
<td>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. Alternative text descriptions are embedded in the assessment for all graphics.</td>
<td>Set in TIDE: Yes Location: Embedded Designated Supports TIDE Label: Presentation: Braille Default: Off Available options: English and Braille</td>
</tr>
<tr>
<td>Braille graphics</td>
<td>Math</td>
<td>Pre-embossed braille graphics for the online math assessment. Contact Doug Trent at American Printing House at: <a href="mailto:dtrent@aph.org">dtrent@aph.org</a>.</td>
<td>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.</td>
<td>Set in TIDE: Yes Location: Non-embedded Accommodations TIDE Label: Braille Graphics TA provided document accessed by student during testing.</td>
</tr>
<tr>
<td>Braille Online Test Supports</td>
<td>Available for</td>
<td>Description</td>
<td>Additional Information</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| Braille transcript          | ELA           | For ELA listening stimuli. A braille transcript of the audio of the listening passages. Braille transcripts are available for all ELA braille code options. | Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. Students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to braille transcripts. | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Braille Transcript  
Default: Off  
Available options:  
ELA CAT: On |
| Braille type                 | ELA, Math     | Refreshable braille is only available for ELA because Nemeth Braille code cannot be supported using refreshable braille. For math, braille will be presented via an embosser; embosser-created braille can also be used for ELA. |  | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Braille Type  
Default: No Braille  
Available options:  
ELA: EBAE contracted/ uncontracted UEB contracted/ uncontracted  
Math: EBAE contracted/ uncontracted with Nemeth math  
UEB contracted/ uncontracted with Nemeth math  
UEB contracted /uncontracted with UEB math |
| Emboss                      | ELA, Math     | Emboss is selected if an embosser is being used as opposed to using JAWS. Allows braille to be presented via embosser; used for ELA and math when Braille is selected in Presentation. The content of a test determines whether passages and questions are delivered to a Braille embosser or to a Refreshable Braille Display (RBD) via JAWS.  
**ELA:** Test content is presented to students with questions in either contracted or uncontracted literary Braille: Questions containing only text are sent to an RBD. Questions containing text and images that an RBD cannot read are sent to a Braille embosser.  
**Math:** All test content is delivered in Nemeth Braille via a Braille embosser. |  | Set in TIDE: Yes  
Location: Embedded Accommodations  
TIDE Label: Emboss  
Default: None  
Available options:  
ELA CAT: stimuli and items  
ELA PT: stimuli and items  
Math: stimuli and items |

*Emboss request type has been removed from the online braille settings table because it is no longer an available setting within TIDE. Online Braille tests with Emboss changed from the default will all be set to auto request.*
Appendix B: Domain Exemptions

The English Language Proficiency Assessment (ELPA21) allows for domain exemptions for student situations that preclude engagement with any of the four language domains (Listening, Reading, Writing, or Speaking). As an example, a student who is non-verbal and an EL who, because of the student’s identified disability and the absence of appropriate accommodations, cannot take the speaking portion of the assessment.

To have a domain exemption applied for a student, the specific domain must be identified and set in TIDE, prior to commencement of testing.

In determining which student situation might be applicable for domain exemption, administrators and teachers must determine that:

- The student has a documented disability or impairment (IEP, 504 or EL) applicable to the domain;
- Even with available accommodations, the student cannot engage with (access) the domain; and
- The 504 plan or IEP team, in consultation with the educator(s) supporting a student’s English language development, have established a need for a domain exemption.

It is essential for the determination process, that the IEP team include participants who have the requisite knowledge of the student’s English language development needs.

If all three criteria above are affirmed, the DC or DA will enter the domain exemption determination into TIDE under the Exempted Domains label, within the embedded accommodations section. Students’ results will be based on the attempted domains.

A student who can access a domain, even if supporting educators question the soundness of the subsequent scores due to the nature of a student’s response, are not candidates for domain exemption. As an example, a student with a speech impediment that hampers clear articulation, but who does engage in verbal exchange, should participate in the assessment for assessing English speaking skills (the familiar listener accommodation could be considered for this student).

While domain exemption is under the accommodations portion of TIDE, it doesn’t operate as other accommodations by providing a student access. Instead, domain exemption exempts the student from taking a specific domain. Items from that domain will not be delivered to the student during the Screener. For the summative ELPA21, the exempt domain will not be made available to the student during the login process.
## Table 11. Alternate Access for ELLs Accommodation Selections

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Access for ELLs Test Domains</th>
<th>Key Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Extended testing of a test domain multiple days (EM)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Extended Speaking test response time (ES)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Extended testing time within the school day (ET)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Human reader for items (HI)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Interpreter signs test directions in ASL (SD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Print (LP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribed Response (SR)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Test may be administered in a non-school setting (NS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word processor or similar keyboarding device to respond to test items (WD)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Place an “X” in the empty box. TA = Test Administrator)
Appendix D: Non-Standard Accommodation or Designated Support Request

Addressing the Unique Access Needs of Students

OSPI may issue temporary approvals (e.g., one assessment administration), on an individual basis, for unique student accessibility need. OSPI will evaluate formal requests for accessibility need and determine whether or not the request conflicts with the measurement construct.

District Assessment Coordinators (DACs) must submit requests through the Non-Standard Accommodation or Designated Support Request Form. Requests are to be submitted on the following schedule:

• Spring Administration: January 15 of a given year (or the following Monday should the 15th fall on a weekend).

An exception to the schedule above is in situations of newly enrolled students, when requests should be submitted at the earliest date feasible, prior to testing.

The Guidelines on Tools, Supports, and Accommodations provides information on the allowable designated supports and accommodations for state assessments. These are intended to provide maximum access to the assessments, giving students eligible to receive special education or 504 services the opportunity to demonstrate their knowledge and skills on Smarter Balanced, ELPA21, and WCAS assessment. Washington recognizes that there are unique circumstances in which a student with a documented disability may require an accommodation or support that is not detailed in these Guidelines, in order to access the assessment. If a student’s IEP or 504 plan documents the need for an accommodation or designated support that is not addressed within these Guidelines, the student’s IEP team or educator may request that the DC submit this form to the state.

When applying for more than one assessment, address each assessment separately.

Non-standard accommodations and designated supports are subject to approval by the Office of Superintendent of Public Instruction (OSPI). The approval is only for the current test administration (2020-21 school year).

Student Name ________________________________ SSID ________________________________

Date of Birth ____________________________ Grade _______ Date ____________________________

District ____________________________ School ____________________________

Student has an: ☐ IEP ☐ Section 504 plan ☐ EL Accommodation (If none, stop here. Student does not qualify.)

Summative Assessment: ☐ Smarter Balanced ☐ WCAS ☐ Off-Grade Level [Grade_____] ☐ ELPA21 ☐ WIDA Alternate ACCESS

Subject Area (select all that apply): ☐ ELA ☐ Math ☐ Science ☐ Screener

☐ Speaking ☐ Reading ☐ Writing ☐ Listening

Answer each of the following questions in section I and section II and submit to OSPI.

Section 1: Classroom and/or Instructional Use

1. What accommodation or designated support is being requested?

__________________________________________________________________________

__________________________________________________________________________
2. Explain how the requested accommodation or designated support is currently being used and implemented for the student during classroom instruction.

3. Explain why this accommodation or designated support is necessary for the student to access classroom instruction.

Non-Standard Accommodation or Designated Support Request

Student Name
Date of Birth
Grade

Section 2: Use on Assessments

1. Based upon responses in Section I explain how this accommodation will be used and monitored during testing.

2. Explain why this accommodation or designated support is needed for the student to access the assessment.

Certification: We believe that the proposed documented accommodation or designated support is necessary in order for this student to access some or all of the assessment that is listed above.

TEACHER INFORMATION

Print Name: Last, First
Signature

TELEPHONE NUMBER

Telephone Number
Email

SPECIAL EDUCATION DIRECTOR/EL COORDINATOR

Print Name: Last, First
Signature

TELEPHONE NUMBER

Telephone Number
Email

DISTRICT ASSESSMENT COORDINATOR

Print Name: Last, First
Signature

TELEPHONE NUMBER

Telephone Number
Email

DC signs and submits the request to OSPI via fax: Attention, Office of Select Assessments (f) 360-725-0424. This document has been adapted from Connecticut’s Petition for Approval of Special Documented Accommodations for use as Washington’s Non-Standard Accommodation/Designated Support Request form.
Appendix E: Frequently Asked Questions

Overview

The following FAQ may be used by districts to ensure understanding among staff and schools regarding the universal tools, designated supports, and accommodations available to students. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of these Guidelines.

Additional information to aid in the implementation of these Guidelines is available in the Individual Student Assessment Accessibility Profile (ISAAP) Module and the Individual Student Assessment Accessibility Profile Guide.

The FAQ is organized into four sections. First are general questions. Second section is a set of questions about specific universal tools, designated supports, and accommodations. Questions that pertain specifically to English learners (ELs) comprise the third section of the FAQ, and questions that pertain specifically to students with disabilities comprise the fourth section.

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

   **Universal tools** are accessibility features that are available to all students based on student preference and selection.

   **Designated supports** are accessibility features that are available for use by any student (including English learners, students eligible to receive special education or 504 services, and English learners eligible to receive special education or 504 services) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate).

   **Accommodations** are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

   These Guidelines identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. Universal tools, designated supports, and accommodations may be either embedded in TDS or provided outside the test platform as non-embedded.

   **Table 12. Are Tools Available for my Student?**

<table>
<thead>
<tr>
<th>Category</th>
<th>All Students</th>
<th>English Learners (ELs)</th>
<th>Students with Disabilities</th>
<th>ELs with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Tools</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Designated Supports</td>
<td>Yes (see note)</td>
<td>Yes (see note)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Accommodations</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

   Note: Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

2. What is the difference between embedded and non-embedded accessibility? How might educators decide what is most appropriate?

   Embedded versions of the universal tools, designated supports, and accommodations are provided within the TDS as a programmed feature while non-embedded versions are provided at the local level through means other than the TDS. The choice between embedded and non-embedded universal tools, designated supports, and accommodations should be based on the individual student’s needs. The decision should reflect the student’s prior use of, and experience with each feature.
3. Under which conditions may a state elect not to make available to its students an accommodation that is allowed by a testing consortia?

Testing consortia acknowledge the careful balance needed between standardization across member states and individual state autonomy. To maintain this balance, individual states may elect not to make available an accessibility feature if there is a conflict with the member state’s laws, regulations, or policies.

4. Can consortia member states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?

Yes, but only under specific circumstances. To address emergent issues that arise at the local level, authorized staff in member states will have the authority to approve temporary unique testing conditions for individual students. Because it is unknown whether a temporarily provided universal tool, designated support, or accommodation actually belongs in the defined categories, all such temporary testing conditions are considered to be unique decisions. Authorized state staff includes only those individuals who are familiar with the constructs to be measured by the applicable assessment, so students are not inadvertently provided with universal tools, designated supports, or accommodations in violation of the test designs. The unique accommodations approved by a state for individual students will be submitted to the applicable testing consortium as part of an annual review process. Temporary unique accommodations accepted by a testing consortium will be incorporated into official guidance released for the subsequent year.

5. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Aside from the abridged information in this document and the referenced CCSSO document that is the foundation for the identified 5-Step process, additional information on practices that can be applied to the decision-making for student accessibility can be found on the WCAP portal or on the Smarter Balanced website.

6. Who is supposed to input information about designated supports and accommodations into the TIDE? How is the information verified?

Generally, a school or district will designate a person to enter information into TIDE. Often this person is a Test Coordinator.

7. What happens if the accommodations presented in a student’s IEP or 504 plan do not match any of the accommodations listed in these Guidelines?

IEP and 504 teams should consider accommodations a student needs and if it is decided that a specific accommodation is needed that is not included in this guidance document, the team should submit a Non-Standard Accommodation or Designated Support Request to the state. The state will evaluate whether the proposed accommodation or designated support poses possible violation to the constructs measured by the applicable assessment. Based on this evaluation, the state will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a standing committee of the applicable testing consortium for consideration and possible recommendation for future incorporation of new features into the guidelines.

8. What is the process and timeline for updating and making changes to the accessibility guidance?

The testing consortia asks members to request changes to the governing documents once each year. The process for making changes is initiated through a survey administered in the spring. States submit requests via the survey, and upon collecting the results, the testing consortium engages a process of examining available research, soliciting feedback from external experts and advisory committees, and discussing requests with the respective standing committee. Any new policy and/or change to existing policy the committee recommends is brought to the governance group of the consortium for a vote. If accepted the guidance document is updated during the summer for the new school year.
9. **Why are calculators only allowed in Smarter Balanced math assessments grades 6-8 and HS?**

   The development of computational fluency in the Common Core Standards in grades 3-5 is grounded in the use of strategies to perform operations taken together with the accuracy of the results. The focus and coherence described in the standards document requires that aligned assessments include items that measure the connections across standards.

   After grade 5, the primary focus of the standards shifts from students’ understanding of operations to expanding how they use them in domains such as ratios and proportional relationships and algebra.

10. **What is the difference between an item, passage, and stimuli?**

    A stimuli (also referred to as passage for ELA) is what a student will see on the left hand side of the screen. Most items/tasks for assessment include a stimulus along with a set of questions (items) to which the student responds. Stimulus materials are used in ELA and science assessments to provide context for assessing the knowledge and skills of students. These stimuli are diverse. They can be traditional passages but viewed on a computer screen; audio presentations with images for students to listen to; simulated web pages for students to use for research; or scenarios to react to. An item is the question about the stimuli and is what a student will see on the right-hand side of the assessment screen.

**Universal Tools and Designated Supports FAQs (Available for all Students)**

11. **Is the digital notepad universal tool fully available for ELA, math and science? Will a student’s notes be saved if the student takes a 20-minute break?**

    The digital notepad is available on all items in ELA, math, and science. If the break exceeds 20 minutes, the notes will not be saved. There is no limit on the number of pauses that a student can take in one test sitting.

12. **For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?**

    No. Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

13. **For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?**

    Yes. If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

14. **How are students made aware that the math universal tools (e.g., calculator) are available when moving from item to item?**

    Tools that are available in the TDS toolbar (e.g. calculator) will appear in the toolbar when they are available. If the tool is available in the item context menu (e.g., highlighter) the student needs to select the context menu to see that it is available.

15. **How are students made aware that the spell check universal tool for ELA is available when moving from item to item?**

    When a student selects the spell check button a line will appear under misspelled words in the student response.

16. **For the zoom universal tool, is the default size specific to certain devices? Will the TAM provide directions on how to do this adjustment?**

    The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification, which is a non-embedded designated support.
17. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

18. For the mark-for-review universal tool, will selections remain visible after a 20-minute break?

No. If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

19. Can universal tools be turned off if it is determined that they will interfere with the student’s performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them. This information must be noted in TIDE prior to test administration.

FAQs Pertaining to ELs

20. How are the language access needs of ELs addressed in these Guidelines?

The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not accommodations in the state program specific to language access; accommodations are to documented disabilities.

21. What languages are available to ELs in Text-to-Speech?

Text-to-Speech is currently available only in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

22. For which content areas will Smarter Balanced provide translation supports for students whose primary language is not English?

For math, the test supports full translations in American Sign Language and Spanish (referenced as stacked translation, the translation is presented directly above the English text), and primary language pop-up glossaries in various languages and dialects including Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi East, Punjabi West, Russian, Spanish, Ukrainian, and Vietnamese.

For the listening portion of the English language arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered through the Test Delivery System (TDS).

Only translations that have gone through the translation process outlined in the Smarter Balanced Translation Framework would be an accepted support.

23. Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).
24. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader provide directions in the native language?

If a student needs a Read aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student’s language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing. Smarter Balanced provides a PDF of the translated test directions for ELA and math in: Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, Ukrainian, Dakota, French, Haitian Creole, Hmong, Lakota, Japanese, Somali, and Yupik. At the time of this publication, languages for the WCAS are still under consideration.

25. How is the translations glossaries non-embedded designated support different from the bilingual dictionary?

The translations glossaries non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context-specific and grade-appropriate.

Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translation glossaries include audio support.

FAQs Pertaining to Students with Disabilities

26. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not available on any ELA items that are not part of the listening claim. For the listening portion of the test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use ASL.

27. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

The applicable testing consortia have consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality of different formats. If local administrators believe a need exists to use a sign format other than ASL, administrators will need to work through the Non-Standard Accommodation or Designated Support Request process.

28. What options do districts have for administering state assessments to students who are blind?

Students taking the braille assessment online will have access to either refreshable braille available for ELA or embosser-created braille for available ELA and math. Text-to-speech is also available and can be used in conjunction with embedded braille. Students should participate in decisions about accommodation preference and can make modifications if they find a feature distracting. Accommodated braille paper tests are available for ELA, math, science and ELPA21. Read aloud is available can be used in conjunction with the accommodated form.

29. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn’t an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.
30. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan. After recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer. Scribes who enter student responses into the computer must be trained in the *Scribing Protocols for Washington State Assessments* and sign a *Test Security Staff Assurance* form.

31. If students are using their own devices that incorporate word prediction, will this impact their score?

The students’ score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

32. How are Assistive Technology (AT) devices certified for use with the state assessments?

Assistive technology device manufacturers may use the practice and training tests, through the secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the secure browser practice test to evaluate devices to ensure their functions are consistent with those allowed in these *Guidelines*. 
Appendix F: Glossary

Abacus
Accommodations
Alternate Assessments
American Sign Language (ASL)
Assistive Technology (AT)
Braille
Designated Supports
Disability
Disability (Section 504)
English Learner
English Language Proficiency Assessment
Every Student Succeeds Act (ESSA)
Exempt Students
Guidelines for Accessible Assessments (GAAP)
Individuals with Disabilities Education Act
Individualized Education Program (IEP)
Item
Passages
Permissive Mode
Reliability
Section 504
Section 504 Plan
Significant Cognitive Disabilities
Smarter Balanced Assessments (SBA)
Special Education Services
Stimuli
Streamlined Interface Mode
Universal Tools
Validity
Writing Prompt
**Glossary**

**Abacus**: Also called a counting frame, an abacus is a manual computing device used for performing arithmetic processes. Abaci usually consist of a frame holding parallel rods strung with movable beads.

**Accommodations**: Changes in procedures or materials that increase equitable access during the state assessments. Assessment accommodations generate valid assessment results for students who need them; they allow students to show what they know and can do.

**Alternate Assessments**: Testing instruments used to evaluate the performance of students who are unable to participate in regular state assessments even with accommodations. Washington's Access to Instruction and Measurement (WA-AIM) is the state's alternate assessment and is designed specifically for students with the most significant cognitive disabilities to participate in the state accountability system. Students must meet criteria to participate.

**American Sign Language (ASL)**: A complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard of hearing.

**Assistive Technology (AT)**: Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities. For additional information visit [https://www.specialedtechcenter.org/](https://www.specialedtechcenter.org/).

**Braille**: A system of raised dots that can be read with the fingers by people who are blind or who have low vision.

**Designated Supports**: Are features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student) and allowed on state assessments.

**Disability**: According to the Individuals with Disabilities Education Act (IDEA) 2004, the term "child with disability" means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, needs special education and related services. Children with disabilities who qualify for special education are also automatically protected by Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). However, all modifications that can be provided under Section 504 or the ADA can be provided under the IDEA if included in the student's IEP.

**Disability (Section 504)**: Under Section 504 of the Rehabilitation Act of 1973, a person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. An impairment need not prevent or severely or significantly restrict a major life activity to be considered substantially limiting. Major life activities include, but are not limited to, functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and “major bodily functions,” such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

**English Learner (EL)**: The term “English learner (EL)” is used in place of the term “limited English proficient” as used in ESEA legislation under Title III. The Title III definition is, “the term 'limited English proficient,' when used with respect to an individual, means an individual who is aged three through 21; is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state’s proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.”
**Glossary**

**English Language Proficiency Assessment (ELP Assessment):** An ESSA-compliant instrument that is used in grades K–12 as a formal and standardized method of measuring language proficiency. The test results provide important information for classifying English learners and subsequently for monitoring their progress in acquiring English. The assessment measures the required competencies necessary for successful academic and social language usage in mainstream classrooms: speaking, listening, reading, writing, and comprehension. For additional information visit: [English Language Proficiency Assessment OSPI](#).

**Every Student Succeeds Act (ESSA):** Is the most recent reauthorization of the Elementary and Secondary Education Act as of 2015.

**Exempt Students:** English learners (ELs) who first enrolled in a U.S. public school within the past 12 calendar months are not required to take the ELA state assessment. English learner students new to the U.S. are required to take the math and science state assessments.

**Guidelines for Accessible Assessments (GAAP):** The goal of GAAP was to develop research-based sign guidelines that can be used across states, consortia, and assessment vendors to produce reliable and valid signed representations of assessment items and tasks for students who communicate using sign language.

**Individuals with Disabilities Education Act (IDEA):** Is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of qualifying students eligible to receive special education or 504 services, from ages three through 21, in cases that involve 14 specified categories of disability. In defining the purpose of special education, IDEA 2004 clarifies Congress’ intended outcome for each child with a disability: students must be provided a Free Appropriate Public Education (FAPE) that prepares them for further education, employment, and independent living.

**Individualized Education Program (IEP):** Means a written statement of an educational program for a student eligible for special education that is developed, reviewed, and revised by an IEP team in accordance with both the IDEA 2004 and Washington state law.

**Item:** The questions or stems that initiate the responses students provide on tests. The items are the elements of the test that are scored.

**Passages:** The embedded text associated with ELA items that provide the context, information, and details that students use in responding to the various items. Not all ELA items require an associated passage.

**Permissive Mode:** Is a feature in TIDE that must be enabled to use non-embedded assistive technology. When permissive mode is enabled, students can use accessibility software in addition to the secure browser. The permissive mode feature will allow other windows to float on top of the secure browser and essentially lower the security on the machine to allow the two pieces of software to inter-operate— for example, Speech-to-Text software. Permissive Mode becomes enabled when the student is approved for testing. Students who have the Permissive Mode setting enabled must not continue with the login process until their accessibility software is correctly configured or they will have to log out and resume the login process. Permissive Mode is relaxed enough for the students to use the assistive technology that they would typically use for other activities. We recommend that students have ample practice with the software before testing and that they use the secure practice/training tests or interims to ensure that they are able to navigate the test.

**Reliability:** Refers to the consistency of measurements.

**Section 504:** Of the Rehabilitation Act of 1973 is a federal law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Section 504 regulations require public school districts that receive Federal financial assistance to provide a “Free Appropriate Public Education” (FAPE) to each qualified student with a disability within the district’s jurisdiction, regardless of the nature or severity of a student’s disability. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students are met.
**Glossary**

**Section 504 Plan:** A student with a 504 plan qualifies a student with a disability under Section 504 of the Rehabilitation Act of 1973. A section 504 plan describes any services or accommodations that a school will provide to alleviate the impact of a student's disability on his or her education. A student eligible under Section 504 may or may not meet the eligibility criteria for special education under the IDEA if the student can be accommodated without the need for specially designed instruction. A 504 plan is not an Individualized Education Program (IEP) as is required for students in special education.

**Significant Cognitive Disabilities:** A student eligible for and receiving special education services who has a significant cognitive challenge and requires intensive, highly individualized, specially designed instruction and who by reason of their disability, require multiple opportunities to acquire and generalize knowledge and skills.

**Smarter Balanced Assessments (SBA):** Are next-generation designed assessments aligned to Washington K–12 Learning Standards in English language arts/literacy (ELA/literacy) and math for grades 3-8 and 10. The assessments—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—are designed for use of computer adaptive testing technologies to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed. For additional information visit: [Smarter Balanced Assessments](https://www.smarter Balanced.org).

**Special Education Services:** Specially designed instruction, at no cost to parents, to meet the unique needs of a student eligible for special education, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. A student receiving special education services is an eligible student who has been identified through a comprehensive evaluation as having a disability which adversely affects the educational performance of said student, therefore resulting in the student needing specially designed instruction.

**Stimuli:** The supporting materials embedded in the test (all content areas) that link to the responses that students generate on a test.

**Streamlined Interface Mode:** Takes away some of the visuals that a student would see during a typical test session. It modifies the layout content to be vertical and optimized and increases overall white space.

**Universal Tools:** Accessibility features available to all students based on student preference and selection.

**Validity:** The extent to which a test measures what it is supposed to measure.

**Writing Prompt:** Generated as the prime contextualized reference that students write to in responding on the full write portion of the ELA assessment. The prompt for the full write should be viewed in the same manner as an item in the math, science, or remainder of the ELA assessment.
References


State Curriculum and Assessment, And Relevant Federal and State Legislation Resources

Washington K–12 Learning Standards

Individuals with Disabilities Education Act of 2004 (IDEA) Rule for the Provision of Special Education WAC 392-172A Section 504 of the Rehabilitation Act 1973

Washington Comprehensive Assessment Program State Transitional Bilingual Instructional Program Discrimination Prohibition

Equal Educational Opportunity