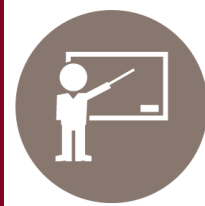




Accessibility and Accommodations Manual

School Year 2016-2017



Document Change History

Date	Version	Change made by	Description of change
11/4/14	1.0	N/A	Release Version (Field Test)
1/5/15	1.1	Lauren Lynch	Added Marshallese as a support language; added hyperlinks to resources
3/10/15	1.2	Lauren Lynch	Updated information about native language translation supports
10/24/15	1.3	Vitaliy Shyyan	<p>Revised the manual based on Field Test results, the Administration, Accessibility, and Accommodations TMT's input, and discussions with other stakeholders in the Consortium. The following additional accessibility features and accommodations were included:</p> <ul style="list-style-type: none"> • universal features (embedded): keyboard navigation; • designated features (embedded): print on request; • designated features (non-embedded): paper-and-pencil test, read aloud; • accommodations (embedded): unlimited rerecordings, unlimited replays; • accommodations (non-embedded): speech-to-text. <p>The following additional appendices were developed:</p> <ul style="list-style-type: none"> • Personal Needs Profile (PNP) Planning Tool; • Read Aloud Guidelines; • Scribe Guidelines.

English Language Proficiency Assessment for the 21st Century

Table of Contents

Introduction	4
Intended Audience and Recommended Use.....	4
ELPA21 Assessment Features	5
Accessibility Features and Accommodations Conceptual Model	5
Recognizing Accessibility Needs in All Students.....	7
Structure of This Document.....	8
Section I: ELPA21 Universal Features	9
What Are Universal Features?	9
Embedded Universal Features.....	9
Non-embedded Universal Features	10
Section II: ELPA21 Designated Features.....	11
What Are Designated Features?	11
Who Makes Decisions About Designated Features?	11
Embedded Designated Features.....	11
Non-embedded Designated Features	13
Section III: ELPA21 Accommodations	15
What Are Accommodations?	15
Who Makes Decisions About Accommodations?	15
Embedded Accommodations	15
Non-embedded Accommodations	16
Resources	18
Appendices	19
Appendix A: Optional Scratch Paper Log.....	19
Appendix B: Personal Needs Profile (PNP) Planning Tool	20
Appendix C: Read Aloud Guidelines	21
Appendix D: Assistive Technology	23
Appendix E: Scribe Guidelines.....	24

Introduction

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is committed to providing assessments that best measure rigorous [English Language Proficiency Standards](#) that correspond to college- and career-ready content standards in mathematics, English language arts, and science. The assessments are designed to provide information for instruction and to facilitate the acquisition of academic English proficiency needed for college and career success after high school. ELPA21 is designing its next-generation assessments with all English language learners (ELLs) – including those who have disabilities – in mind, recognizing that the validity of assessment results depends on each and every student having appropriate access to the assessment. This *Accessibility and Accommodations Manual* was developed for the ELPA21 member states to guide the selection and administration of appropriate universal features, designated features, and accommodations for individual students to produce valid assessment results.

The universal features, designated features, and accommodations for the ELPA21 assessments may be different from those available for states' previous assessments of English language proficiency (ELP). ELPA21 member states will ensure valid scores and secure administration of the ELPA21 assessments, if they only make available to students those universal features, designated features, and accommodations, as appropriate, that are included in this *Manual*. If additional or alternative universal features, designated features, and accommodations are identified in the future based on empirical and research recommendations, this *Manual* will be updated to reflect these changes.

Intended Audience and Recommended Use

The ELPA21 *Accessibility and Accommodations Manual* is intended for district and school-level personnel, as well as decision-making teams, including Individualized Education Program (IEP) teams, as they prepare for and implement the ELPA21 assessments. The *Manual* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal features, designated features, and accommodations for those students who need them. The *Manual* is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The ELPA21 *Accessibility and Accommodations Manual* applies to all students who take the ELPA21 assessments. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale ELP assessments. This *Manual* focuses on ELPA21's universal features, designated features, and accommodations. The manual also highlights the Personal Needs Profile (PNP) as a means of identifying and administering designated features and accommodations available for students. At the same time, this *Manual* supports important instructional decisions about accessibility and accommodations for students who participate in the ELPA21 assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

ELPA21 Assessment Features

The ELPA21 Consortium supports the development of an assessment system for ELLs that reflects the research and progress made in the development of ELP assessments. ELPA21's approach to assessment is rooted in the belief that ELLs are a diverse group; all ELLs are capable of making progress toward English language proficiency; and ELLs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

This *Manual* applies to all ELPA21 assessments, including the screener and the summative test. The ELPA21 assessment system, which includes a screener and a summative assessment of reading, writing, speaking, and listening, supports individual ELLs and their schools and districts by:

- determining initial identification of ELLs through the screener;
- monitoring ELLs' yearly progress in the attainment of English for academic purposes;
- measuring districts' success in meeting Title III accountability benchmarks; and
- informing decisions about exiting students from ELL services.

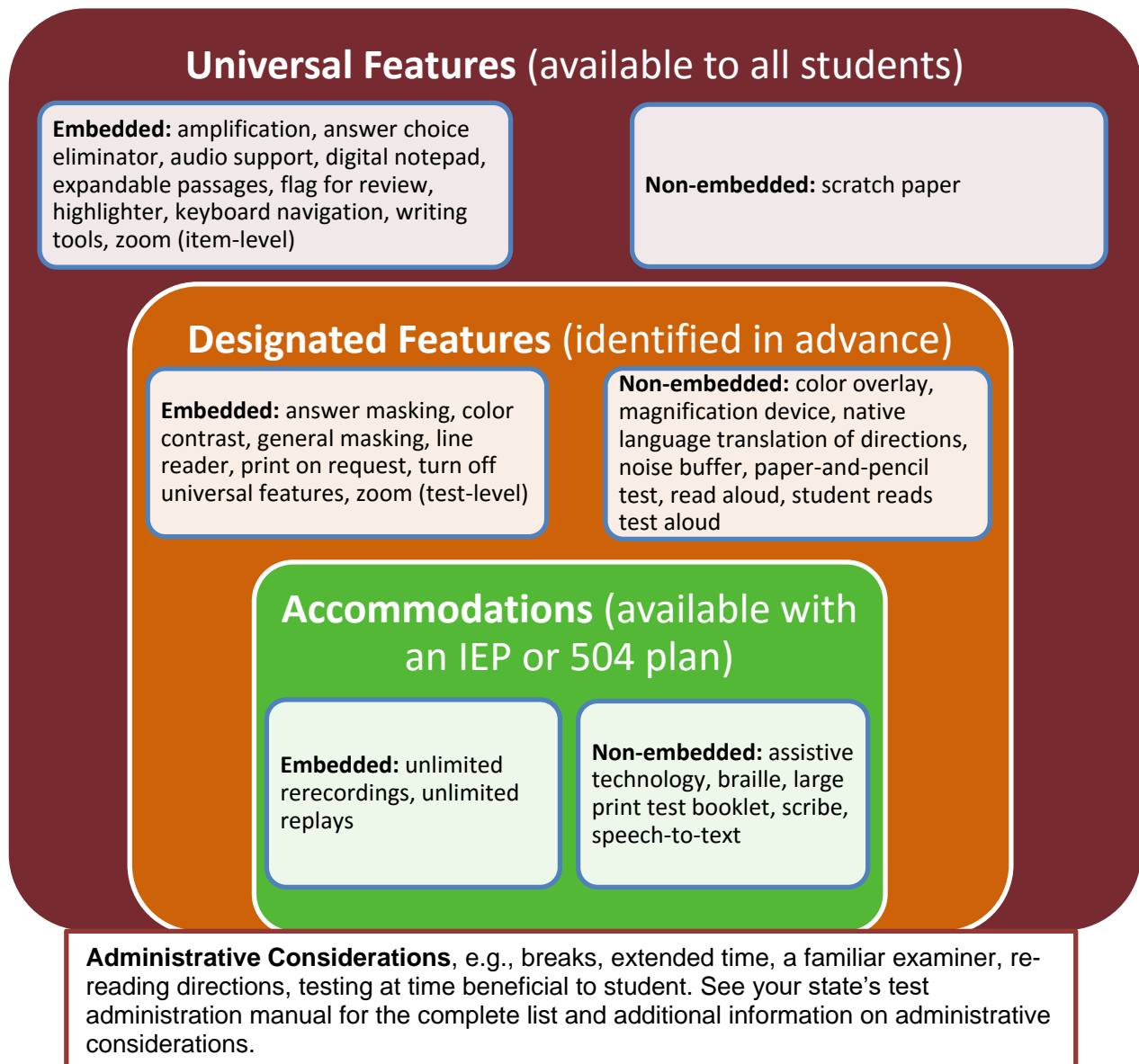
For more information on ELPA21, visit www.elpa21.org.

Accessibility Features and Accommodations Conceptual Model

ELPA21 states worked together through the Administration, Accessibility, and Accommodations Task Management Team to develop the ELPA21 conceptual model for accessibility and accommodations, and to determine which universal features, designated features, and accommodations are needed for equitable access and valid assessment results. The conceptual model, shown in Figure 1, highlights: (a) universal features (supports available to all students), (b) designated features (supports available for individual students that must be assigned to students in advance of testing), and (c) accommodations (supports available to individual students with Individualized Education Programs – IEPs – or 504 plans; accommodations must be assigned to students in advance of testing). In addition, it shows some of the administrative considerations that support the participation of students in the ELPA21 assessments. These administrative considerations, as well as additional information on accessibility features and accommodations, are provided in your state's test administration manual. **Note: To ensure valid scores and secure administration of the ELPA21 assessments, only those universal features, designated features, and accommodations explicitly identified in this *Manual* should be used during test administration.** If other accessibility features and accommodations are used, there is a risk that the assessment will no longer be measuring the intended constructs, and thus will invalidate the results from the assessment. If you have questions about other accessibility features or accommodations, contact your ELPA21 state representative listed at <http://www.elpa21.org/about/governance-structure>.

Figure 1 also lists the embedded supports (provided digitally as components of the test administration system) and non-embedded supports (provided locally with human assistance). The identified universal features, designated features, and accommodations all yield valid scores that count as participation in the ELP assessments when used in a manner consistent with this *Manual*.

Figure 1. Conceptual Model of ELPA21 Assessment Accessibility Features and Accommodations



This conceptual model was developed to ensure that the ELPA21 assessments meet students’ accessibility needs. It also recognizes that some students may have characteristics and access needs that require the use of accommodations during instruction and when they participate in the ELPA21 assessments.

This *Accessibility and Accommodations Manual* presents the universal features, designated features, and accommodations adopted by the ELPA21 states to ensure valid assessment results for all students participating in the ELPA21 assessments.

Recognizing Accessibility Needs in All Students

Both Titles I and III of the Elementary and Secondary Education Act (ESEA) require states and local education agencies to annually assess the English language proficiency of all ELLs in the state enrolled in public schools in grades kindergarten through twelve in the domains of Speaking, Listening, Reading, and Writing (Sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA).

The ELPA21 assessments are designed for all ELLs, including those who have disabilities. To better understand student populations served by ELPA21 assessments, educators should consider the following two definitions:

1) **English language learners (ELLs)** are students who meet the following federal definition¹: the term “limited English proficient,” when used with respect to an individual, means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) 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
- (iii) 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
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in Section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

2) **English language learners (ELLs) with disabilities** are ELLs who have a 504 accommodation plan or an Individualized Education Program (IEP). Those with an IEP may be identified as having one or more categories of disability (autism, deaf blind, developmental delay, emotional disturbance, hearing impairment and deafness, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment and blindness).

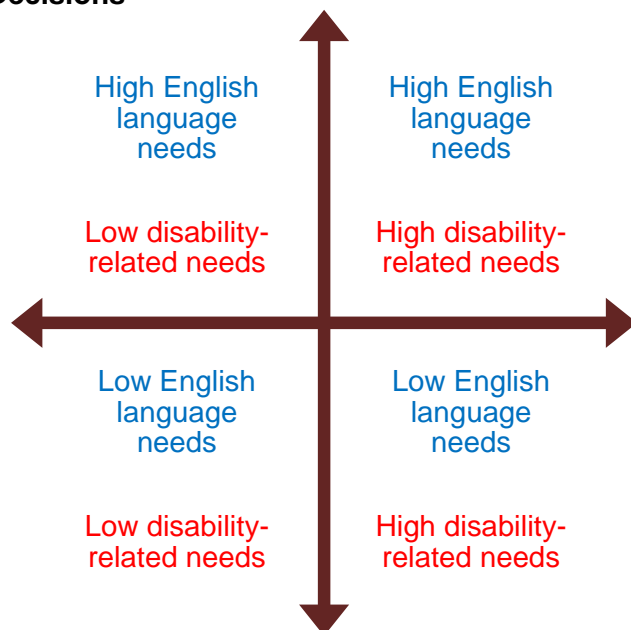
According to guidance released by the U.S. Department of Education (July 18, 2014), all ELLs with disabilities are required to participate in annual state ELP assessments. If needed, students must be provided individual appropriate accommodations in accordance with a student's IEP team. The IEP team for an ELL with a disability should include at least one person who is an

¹ U.S. Department of Education. Laws and Guidance/Elementary and Secondary Education: Title IX – General Provisions: <http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html>

expert in English language acquisition. The IEP team is responsible for deciding how an ELL with a disability should participate in ELP assessments – in regular ELP assessments without accommodations, in regular ELP assessments with accommodations that do not invalidate the test constructs, or in alternate ELP assessments.²

To ensure that ELLs with disabilities are receiving appropriate accessibility features and accommodations, IEP team members should consider the degree of each student’s language- and disability-related needs. As shown in Figure 2, accessibility and accommodation decisions should be individualized based on the particular language- and disability-related challenges faced by ELLs with disabilities. Students with high English language needs and low disability-related needs will require more language-based supports while their counterparts with high disability-related needs and low English language needs will require more supports that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related supports while students with low English language needs and low disability-related needs will require fewer supports that alleviate linguistic and disability-related assessment challenges.

Figure 2. English Language- and Disability-related Needs Affecting Accessibility and Accommodation Decisions



Source: Shyyan, Christensen, Touchette, Lightborne, Gholson, and Burton, 2013. Reprinted with permission.

Structure of This Document

In addition to this **Introduction**, the *Accessibility and Accommodations Manual* consists of the following parts:

² U.S. Department of Education. Questions and Answers Regarding Inclusion of English Learners With Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives: <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>

- **Section I:** This section features the ELPA21 universal features.
- **Section II:** This section features the ELPA21 designated features.
- **Section III:** This section features the ELPA21 accommodations.
- **Resources:** This section lists some resources that provide additional information on accessibility features and accommodations.
- **Appendices:** This section includes appendices with additional information on ELPA21 assessments.

Section I: ELPA21 Universal Features

What Are Universal Features?

Universal features are accessibility tools of the ELPA21 assessment that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal features are available to all students based on student preference and selection.

Embedded Universal Features

The ELPA21 digitally-delivered assessments include a wide range of embedded universal features. These features are available to all students as part of the technology platform.

Table 1 lists the embedded universal features available to all students for digitally-delivered ELPA21 assessments. It also includes a description of each feature. Although these features are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment to the student (see Section II – Designated Features).

Table 1. Embedded Universal Features Available to All Students

Universal Feature	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. 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 – all tasks have audio support for all components; Listening – all tasks have audio support for all components; all tasks can be replayed one additional time unless the student is assigned an unlimited replays accommodation;

Universal Feature	Description
	Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	The student uses this feature as virtual scratch paper to make notes or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.
Expandable passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.
Flag for review	The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with the color yellow. Highlighted text remains available throughout the test.
Keyboard navigation	The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the testing platform.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo. These features may differ depending on the testing platform.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

Non-embedded Universal Features

Some universal features may need to be provided locally outside of the computer administration system. These features are shown in Table 2. They can be made available to any student.

Table 2. Non-embedded Universal Features Available to All Students

Universal Feature	Description
Scratch paper	The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper (see Appendix A for an example of an optional scratch paper log). A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by

Universal Feature	Description
	the ELPA21 consortium. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.

Section II: ELPA21 Designated Features

What Are Designated Features?

Designated features for the ELPA21 assessments are those features (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parent/guardian and student). Designated features must be assigned to a student in advance of test administration by trained educators or teams using a consistent process.

Who Makes Decisions About Designated Features?

Decisions about designated features should be made by educators (or teams of educators, with parent/guardian and student if appropriate) who are familiar with the student’s characteristics and needs. Decisions should reflect those supports that the student uses during instruction and for other assessments. Student input to the decision, particularly for older students, is recommended.

For students with Individualized Education Program (IEP) or 504 accommodation plans, their corresponding IEP or 504 teams should make decisions on what designated features need to be provided on these students’ assessments.

The following section highlights designated features and provides recommendations for use that may be referred to if a district or school does not have an existing process in place for adults and others to make decisions about designated features. The Personal Needs Profile (PNP), created for each testing platform, is used to document which designated features a student needs and that will be made available to that student during the assessment. All embedded designated features must be activated via the PNP prior to testing. Appendix B includes a PNP planning tool.

Embedded Designated Features

Table 3 shows the ELPA21 embedded designated features. It includes a description of each feature along with recommendations for when a student might benefit from using the feature.

Table 3. Embedded Designated Features Identified in Advance

Designated Feature	Description	Recommendations for Use
Answer masking	The student is able to block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Color contrast	The student is able to adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include: 1) black text on cream background; 2) black text on light blue background; 3) black text on light pink background; 4) yellow text on blue background; and 5) white text on black background.	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some 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.
General masking	The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Line reader	The student is able to use this feature as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.
Print on request	The student uses paper copies of individual test items.	This feature is contingent on state policy or practice. 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. The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students should need this

Designated Feature	Description	Recommendations for Use
		designated feature. Educators should follow security procedures when administering this feature.
Turn off universal features	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.
Zoom (test-level)	The test platform is pre-set to be enlarged for the student before the test begins.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

Non-embedded Designated Features

Some designated features may need to be provided outside of the digital-delivery system. These features are shown in Table 4. They are to be provided locally for those students unable to use the embedded designated features.

Table 4. Non-embedded Designated Features Identified in Advance

Designated Feature	Description	Recommendations for Use
Color overlay	The student is able to overlay a semitransparent color onto paper-based test content.	This designated feature only works with black text on white background.
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform.
Native language translation of directions	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent	Students who have limited English language skills can use the translated directions feature.

Designated Feature	Description	Recommendations for Use
	<p>in the language. Translations may be provided by a human or the test platform.</p> <p>The following are the languages in which directions are provided: American Sign Language, Arabic, Chinese (Cantonese and Mandarin), Karen, Korean, Marshallese, Russian, Somali, Spanish and Vietnamese.</p>	
Noise buffer	<p>The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items).</p>	<p>Students who are distracted by external noises within the testing environment may need noise buffers (e.g., mufflers, student spacing).</p>
Paper-and-pencil test	<p>The student takes a paper-and-pencil version of the test.</p>	<p>Due to cultural considerations or to significantly limited technology skills, some students may need to take paper-and-pencil versions of ELPA21 assessments. This option should be based on a student’s individual needs only and should not be applied on a group basis.</p>
Read aloud	<p>The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader (see Appendix C for read aloud guidelines).</p>	<p>Students who use the paper-and-pencil version of the test 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:</p> <ul style="list-style-type: none"> Speaking – all tasks have audio support for all 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 – audio support is available only for read-along tasks and for all kindergarten tasks and items. <p>If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document</p>

Designated Feature	Description	Recommendations for Use
		verifying adherence to state policy or practice to ensure test security and ethical practices.
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.	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.

Section III: ELPA21 Accommodations

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 accommodation plan so that these students show what they know and can do on the ELPA21 assessments.³

Who Makes Decisions About Accommodations?

IEP teams and educators for 504 plans make decisions about accommodations. For ELLs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accessibility features and accommodations for ELPA21 from the IEP/504 plan into the PNP so that all needed features and accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state’s security guidelines) to enter information into the PNP prior to testing.

Embedded Accommodations

Table 5 lists the embedded accommodations available for the ELPA21 assessments for those students for whom the accommodations are identified on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used.

³ The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Table 5. Embedded Accommodations Available with an IEP or 504 Plan

Accommodation	Description	Recommendations for Use
Unlimited rerecordings	The student is able to rerecord answers in the speaking domain an unlimited number of times.	Students whose disabilities preclude them from being able to record their answers on the first or second attempt (as available in the non-accommodated version of the test) may need to rerecord their answers multiple times.
Unlimited replays	The student is able to replay items in the listening domain an unlimited number of times.	Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt (as available in the non-accommodated version of the test) may need to replay items multiple times.

Non-embedded Accommodations

Table 6 shows the ELPA21 non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

Table 6. Non-embedded Accommodations Available with an IEP or 504 Plan

Accommodation	Description	Recommendations for Use
Assistive technology	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition. Appendix D includes the preliminary list of assistive technology devices available on the ELPA21 assessments.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
Braille	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, thermoform, or refreshable braille). Both contracted and un-contracted braille (English Braille, American	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Accommodation	Description	Recommendations for Use
	Edition) are available; Unified English Braille will be adopted for future assessments.	
Large print test booklet	A large print 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.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.
Scribe	The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Appendix E provides scribe guidelines for ELPA21 assessments.	Students who have documented significant motor or language 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 either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.
Speech-to-text	The student uses an assistive technology device to dictate responses or give commands during the test.	Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Resources

Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., & Saez, S. (2012). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSManual090612.pdf>

National Center on Educational Outcomes. (2009). Accommodations bibliography. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<https://apps.cehd.umn.edu/nceo/accommodations/>

Partnership for Assessment of Readiness for College and Careers. (2014). PARCC accessibility features and accommodations manual. Available at:

<http://parconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>

Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSWDAccommodationsManual.pdf>

Smarter Balanced Assessment Consortium. (2014). Usability, accessibility, and accommodations guidelines. Available at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

Appendix B: Personal Needs Profile (PNP) Planning Tool

Universal Features	
<p>These features are available by default to all students. As designated features, uncheck the selected features if they should not be made available. Uncheck all that apply.</p>	
Embedded Universal Features	Non-embedded Universal Features
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> amplification <input checked="" type="checkbox"/> answer choice eliminator <input checked="" type="checkbox"/> audio support <input checked="" type="checkbox"/> digital notepad <input checked="" type="checkbox"/> expandable passages <input checked="" type="checkbox"/> flag for review <input checked="" type="checkbox"/> highlighter <input checked="" type="checkbox"/> keyboard navigation <input checked="" type="checkbox"/> writing tools <input checked="" type="checkbox"/> zoom (item-level) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> scratch paper
Designated Features	
<p>These features are identified in advance by an informed educator. These features are not available unless selected. Check all that apply.</p>	
Embedded Designated Features	Non-embedded Designated Features
<ul style="list-style-type: none"> <input type="checkbox"/> answer masking <input type="checkbox"/> color contrast <input type="checkbox"/> general masking <input type="checkbox"/> line reader <input type="checkbox"/> print on request <input type="checkbox"/> turn off universal features <input type="checkbox"/> zoom (test-level) 	<ul style="list-style-type: none"> <input type="checkbox"/> color overlay <input type="checkbox"/> magnification device <input type="checkbox"/> native language translation of directions <input type="checkbox"/> noise buffer <input type="checkbox"/> paper-and-pencil test <input type="checkbox"/> read aloud <input type="checkbox"/> student reads test aloud
Accommodations	
<p>These are identified in advance by an IEP or 504 team. These accommodations are not available unless selected. Check all that apply.</p>	
Embedded Accommodations	Non-embedded Accommodations
<ul style="list-style-type: none"> <input type="checkbox"/> unlimited rerecordings <input type="checkbox"/> unlimited replays 	<ul style="list-style-type: none"> <input type="checkbox"/> assistive technology <input type="checkbox"/> braille <input type="checkbox"/> large print test booklet <input type="checkbox"/> scribe <input type="checkbox"/> speech-to-text

Appendix C: Read Aloud Guidelines

Background

In cases where a student cannot use the computer-based version of ELPA21 assessments, the student should be provided the non-embedded read aloud feature. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader.

Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in the state's guidelines [*states may include the applicable citation*].
- The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration.

Preparation Procedures

- Human readers must read and sign a test security/confidentiality agreement consistent with state policy or practice prior to test administration.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud accessibility feature.
- The human reader must be aware of whether the student requires additional accessibility features or accommodations that have been approved for use during the test.

Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students

(e.g., ensuring adequate spacing so that the reader's voice does not carry to other students or testing in a separate setting).

- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.
- The human reader must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words, or instructions **verbatim** as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.
- The human reader should adjust his/her reading speed and volume if requested by the student.

Post-Administration

- The human reader must not discuss any portion of the test or the student's performance with others.

Appendix D: Assistive Technology

BigKeys Keyboard

BIGtrack Trackball

Headmouse Extreme (Windows only)

Intellikeys Keyboard

KinderBoard Keyboard

Magnifying Glass

Roller II Joystick

Roller Plus Joystick

Switch Interface Pro (Windows only)

Appendix E: Scribe Guidelines

Background

A scribe is an adult who writes down or inputs onto the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the ELPA21 assessment for students with IEPs or 504 plans who need to respond orally to a human scribe or transcriber. A scribe is considered a non-embedded accommodation on the ELPA21 assessment.

Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in ELPA21 and the state test administration manuals, accessibility and accommodations manuals, and related documentation [*states may customize to include the applicable citation*].
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

Preparation Procedures

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with test format using the ELPA21 practice test as well as test environment in advance of the testing session if administering the scribe accommodation during operational testing.
- Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations
- Scribes must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

Guidelines for Scribing

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded accessibility features and accommodations available for a given item and student.
- Scribes should comply with student requests regarding use of all available features within the test environment.
- Scribes must avoid conversing with the student about test items and record the student's responses **verbatim** even if they contain errors.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors, prompt or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way, and must record exactly what the student has dictated.
- The student must be allowed to review and edit what the scribe has written.

Post-Administration

- The scribe must not discuss any portion of the test or the student's performance with others.